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SPECIAL EDUCATION COURSES OF STUDY. COURSE OF STUDY, GRADES 9 THROUGH 11, FOR SPECIAL EDUCATION.

PHOENIX UNION HIGH SCHOOL SYSTEM, ARIZ.

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THIS GUIDE FOR GRADES 9 TO 11 WAS DEVELOPED FROM MANY SOURCES BUT WITH MAJOR CONTRIBUTIONS FROM TEACHERS WHO USE IT IN A SPECIAL EDUCATION PROGRAM TO PARTIALLY MEET DIPLOMA REQUIREMENTS. UNITS ARE IN ENGLISH, MATHEMATICS, SCIENCE, SOCIAL STUDIES, AMERICAN HISTORY AND GOVERNMENT, ECONOMICS, HOME ECONOMICS, FOOD SERVICE, AND SHOP. EACH COURSE PLAN LISTS OBJECTIVES, A STATEMENT OF PURPOSE, PRINCIPLES AND CONCEPTS, ACTIVITIES AND EXPERIENCES, AND INSTRUCTIONAL MASTERIALS. COMMUNITY RESOURCES ARE ALSO INCLUDED. (DF)

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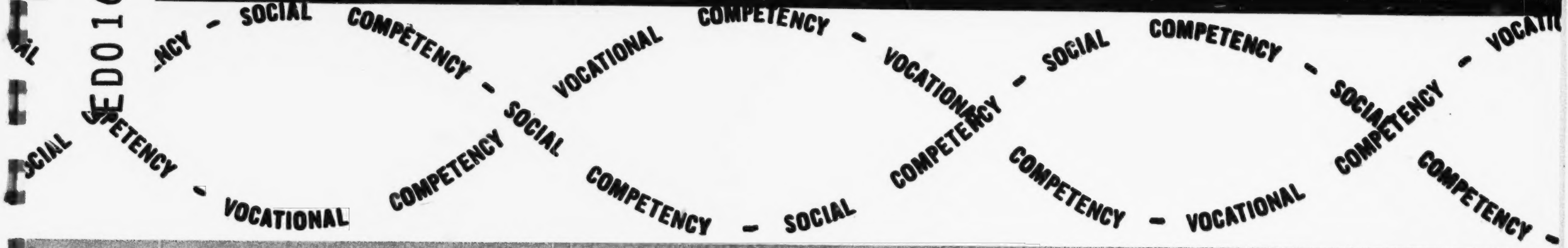

EC 000 110

SPECIAL EDUCATION COURSES OF STUDY

PHOENIX UNION HIGH SCHOOL SYSTEM

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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P H O E N I X U N I O N H I G H S C H O O L S Y S T E M

COURSE OF STUDY

GRADES 9 THROUGH 11

For

SPECIAL EDUCATION

Sept 1966

The materials presented in this curriculum guide have been developed from the ideas, suggestions, experiences, and philosophies of many people. Special Acknowledgement, however, is given to the teachers of Special Education in the Phoenix Union High School System for their contributions.

The contents within the guide are arranged in a sequence that follows the course description for partially meeting the requirements for a diploma in Special Education.

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SPECIAL EDUCATION

GRADE 9:

ENGLISH

NAME OF COURSE English 1 and 2 S

The objectives of the course are to develop:

1. The proper attitude for learning.
2. A skill in using good work habits.
3. The language arts skills for adequate oral and written communication.
4. The application of communication skills for personal use in school and the community.
5. An appreciation for better English usage.
6. An awareness of sources of information.

Statement of purpose: This course provides orientation to the high school as well as well as experiences for learning language arts and communication skills.

Principles and Concepts	Activities-Experiences	Instructional Materials
Develop the following communication skills according to their developmental sequence and interrelationship: -Observing -Listening -Speaking -Reading -Writing	The language arts skills; reading, writing and spelling should begin as early as possible and continue throughout the course. They are arranged in seperate units to give special emphasis to the development of each skill. Develop the related vocabulary with each unit throughout the course.	Student materials -Pencils -Notebook and paper -Dictionary
I. <u>Orientation to Highschool:</u> Observing	.Tour the high school plant. .Learn the locations and names of various buildings and facilities the students will be using.	Student handbooks Instructional material regarding school regulations

Principles and Concepts	Activities-Experiences	Instructional Materials
Listening	.Identify signs giving directions and room numbers. .Identify place names. .Continue orientation in the classroom. .Discuss the importance of listening to and following directions and instructions. .Discuss the importance of taking responsibilities for observing the daily schedule and being on time. .Invite various personnel to explain their role and functions in the school, i.e., administrators, counselers, student body officers and leaders, school nurse, classified personnel. .Discuss the importance of having an attitude of listening in the classroom, assemblies, an interview or with friends, i.e., posture, quietness, mannerisms, etc.	Copies of -Return slips -Passes -Tardy slips -Class schedules -Call slips -Health center admission form -Off campus pass -Counseling request form -Maps of school plant -Daily bulletin -Others
Speaking	.Take part in group or class discussion of: -Use of facilities -Rules and regulations involving safety and discipline	

Principles and Concepts	Activities-Experiences	Instructional Materials
Reading	-Participation in school activities -School spirit -Personal appearance -Appropiate dress -Work habits -Regular attendance -Dependability -Truthfulness -Self reliance - work independently .Read and develop vocabulary necessary for understanding all printed material relating to the students listed on page 2. .Read the Student Handbook together giving special attention to the major areas: -Regulations -Services -Activities -Course requirements -Procedures -Faculty and staff	
Writing	.Provide experiences for improvement of spelling and penmanship. Stress legibility and accuracy. .Learn to write the following: -Own name -Name of teachers, counselor, etc. -Name and address of the school -Months and days of the week -Numbers and other arithmetic related words .Fill out forms listed under instructional material on page 2. .Write place names in a map of the school plant.	

Principles and Concepts	Activities-Experiences	Instructional Materials
Library usage	.List some rules of the school and classroom in the student's notebook. .Introduce the use of the library and library facilities. Schedule an orientation period with the librarian. .Throughout the year schedule regular library periods for teacher prepared and supervised assignments giving experience in using: -Library number system -Card catalogue -Various sections -Magazines -Pictures and phamphlet file	Films
II. <u>Improvement of Reading:</u>	More time and effort should be expended in developing reading ability than any part of the course.	
Alphabet Develop an understanding of, and ability to write the letters of the alphabet	.Provide adequate drill in each of the following areas to develop the student's word attack skills. .Identify letters by name and sound. .Read one syllable words identifying the sounds of letters. .Listen to the sounds of letters, separate or in words, and identify them in written form. .Learn to identify the kinds of letters, i.e., vowels, consonants, consonant blends. .Practice writing the letters to improve understanding and skill. .Listen to the sounds of letters, separate or in words, and interpret them in written form.	All reading materials available -<u>Words in Color</u> -Word drill cards -Sentence drill cards -S.R.A. appropriate materials -<u>Readers Digest Skill Builders</u> -High interest - low reading ability books -Others (Refer to bibliography in this book, library list, and adopted text book list.)

Principles and Concepts	Activities-Experiences	Instructional Materials
Syllabication	.Provide experiences for recognizing the parts of words by the sounds. .Divide words into syllables.	
Using word attack skills	.Use various word attack skills for identifying words: -Sounds heard in the words -Form of words -Association with other words -Context in which the word appears .Provide much practice in reading at the student's level of ability.	
III. <u>Special Reading Skills:</u>	.Continue the use of skills developed in units I and II. Renew practice of skills when necessary for reinforcement and further development.	
Dictionary	.Review the sequence of letters in the alphabet.	Dictionaries -Classroom sets -Personal dictionaries -Teacher prepared excerises
Develop speed and ease in using the dictionary.	.Divide the alphabet into four parts for speed in finding a letter in the dictionary. .Provide drill to increase skill in identifying and finding letters quickly. .Find words by the spelling. .Find words by the sounds within the words. .Provide experiences for learning to use the dictionary more efficiently and independently. .Relate the use of the dictionary to classroom experiences.	

Principles and Concepts	Activities-Experiences	Instructional Materials
Telephone Directory -City directory -Index -Listings -Classified section	.Learn to find the sections of the telephone directory. .Find telephone numbers. Make a list of names and numbers for the following: -Family -Friends -Doctor -Fire department -Police station -Others	Telephone directories -one for each student Teacher prepared excerises
Magazines	.Develop an awareness of the kinds and use of information that is available in various magazines. .Bring samples of magazines to class. .Discuss the inappropriate information published in some magazines. Point out the waste of money in buying "trashy" magazines. .Illustrate the pleasure and enjoyment of reading cartoon magazines. .Prepare a bulletin board illustrating the many catagories and uses of magazines, e.g., fashions, homemaking, crafts, hobbies, sports, outdoor, mechanics, teen-age, news, occupations. .Provide opportunicy for purposeful brousing through magazines in the library.	
Catalogue	.Discuss the purpose of catalogue purchasing. .Discuss purposeful use of catalogues. .Provide written assignments for using catalogues.	Catalogues

Principles and Concepts	Activities-Experiences	Instructional Materials
	.Fill out order forms.	
Newspaper Develop an understanding of the sections of the newspaper and their use.	.Find the sections of the newspaper. .Find and use information from each section, i.e., local, state, national, international, vital statistics, classified advertising, business advertising, editorial index, weather report, T-V and radio, comics, movies.	Newspapers - one copy for each student Teacher prepared excerises and material <u>Newspaper Reading</u> workbook
Signs Develop an awareness of and the importance of using signs	.Provide experiences for reading sign. .Prepare a list of words found on signs. .Prepare a list of words found on signs: -Directory in department and grocery stores -Highway and street -Direction and instruction -Public building and public vehicle -Industrial safety .Prepare bulletin board illustrating kinds and purpose of signs. .Other class centered projects based on research and compiled information.	Signs Pictures of signs Prepared lists of words used on different types of signs
IV. <u>Writing:</u> Develop the skill of writing for personal and social use. -Proper information -Legibility -Accuracy	.Continue experiences for improvement of spelling and penmanship. .Provide experiences for writing. -Friendly letters -Addresses on envelopes -Addresses on packages -Answers to advertisments -Notes requesting information -Thank-you notes	Alphabet chart - cursive <u>Write Your Own Letters</u>

Principles and Concepts	Activities-Experiences	Instructional Materials
	-Shopping lists -Money orders -Telephone messages -States and abbreviations	
V. <u>Speaking:</u> Develop oral communication skills -Good speaking voice -Poise -Selection of appropriate words -Giving adequate information -Self confidence -Importance of preparing	.Prepare carefully planned group and class discussions as well as addresses. Suggested topics: -Current events -Grooming -Health -Safety -Personal experiences -Personal attributes -Leisure time activities .Socio Drama - telephone courtesy when calling: -A friend -The school -For an appointment -To report an accident -Others .Socio Drama - dramatize personal involvement in a situation such as: -Talking with school officials -Talking with employer or prospective employer -Friends or adult adquaintances -Making introductions -Giving information or instructions -Giving directions to a certain place .Oral reports: -Current events -Hobbies -Research on an item of interest -Magazine or newspaper article	Telephone courtesy brochure Films Teletrainer

Principles and Concepts	Activities-Experiences	Instructional Materials
VI. <u>Wise Use of Leisure Time:</u>	.List on the board the student's present leisure time activities. .Discuss the problems and dangers students face when they do not plan constructive leisure time activities. Illustrate this point with articles from the newspaper. .Do research and collect information showing useful activities and hobbies. .Discuss proper places to spend leisure time. .List new activities for each student. .Prepare a display of hobbies.	Newspapers Hobby magazines Representative from Community Center Talent clubs Book on hobbies and crafts Campus clubs

SPECIAL EDUCATION

GRADE 10:

ENGLISH

NAME OF COURSE English 3 and 4 S

The objectives of the course are to develop:

1. The proper attitude for learning.
2. An appreciation for better English.
3. The language arts skills for adequate communication.
4. The application of these skills for personal and vocational use.
5. An understanding of desirable personality and character traits.
6. An appreciation for the need of education.
7. An attitude of self confidence.

Statement of purpose: This course provides experiences for improvement of English usage and communication skills for vocational and personal purpose.

Principles and Concepts	Activities-Experiences	Instructional-Materials
	Attention should be given to development of communication skills throughout the course. Develop related vocabulary with each unit.	
I. Orientation:	.Review orientation procedure of the previous year using current information. Give special attention to the following points. -Rules for safety and conduct -Care of school and classroom facilities -Courtesy -Personal appearance -Care of locker and personal property -Participation in school activities -Use of forms	Student materials -Pencils -Notebook and paper -Dictionary -Student Handbook Instructional material regarding school regulations Daily Bulletin World Book and other encyclopedias Forms -Passes -Counseling card -Call slips
	.Point out the importance of: -Listening to directions given by the teacher and others -Being more observant and using better judgment	

Principles and Concepts	Activities-Experiences	Instructional Materials
	-Following regulations and rules -Doing class assignments completely and accurately	-Off campus passes -Return slips -Others
II. <u>Review of Communication Skills:</u>	The sections of this unit should be interrelated.	
Writing: -Various needs -Skills	.Write notes for reminder, message, list, etc.	
	.Write notes giving directions for going from the school to the park, student's home, the store or a public building.	
	.Write letters, e.g., friendly, request for supplies, claim. Stress the importance of letter form, penmanship and neatness.	
Improvement of reading and library usage	.Introduce the students to reading for enjoyment, reading together short stories and poems in library and school library.	Library books
	.Read selected poems together. Discuss the vocabulary, form and content of each poem.	Classroom sets of literature or reading books
	.Discuss kinds of books for enjoyment reading.	
	.Provide experiences for improving the use of library facilities. -Library number system -Card catalogue -Reference section -Magazines -Picture and phamphlet file -Fiction and reading sections	
Speaking	.Read aloud to a group or the class selections from a story of interest.	
	.Tell about an interesting story to a group or the class.	

Principles and Concepts	Activities-Experiences	Instructional Materials
	.Encourage continued reading for enjoyment throughout the year.	
III. <u>Improvement of English Usage:</u>		
Vocabulary	.Discuss appropriate vocabulary for different purposes, e.g., friends, employer, i.e., words that express respect, courtesy, shop talk, etc. .Provide oral and written assignments using this information.	
Dictionary	.Provide opportunities throughout the year for dictionary use. .Provide drill for increasing ease in finding words. -Increasing speed in finding words -Finding words by phonetic sound -Finding words by spelling -Selecting desired definition -Finding the correct spelling of words .Provide enough experiences to insure ease in using the dictionary. .Encourage continued use of the dictionary throughout the year.	Dictionaries -Classroom sets -Personal dictionaries
Spelling	.Spelling should be introduced at the beginning of the use and continued throughout. .Provide opportunities for learning simple rules of spelling. Refer to rules given in grammar and spelling books.	Teacher prepared exercises Class selected lists of words Lists of words from current assignments Dictionaries

Principles and Concepts	Activities-Experiences	Instructional Materials
	.Study words grouped by spelling or sound. .Study words that cause confusion, e.g., to, too, two. .Practice practice excercises for improvement of skill.	
Grammar -Pattern of sentences	.Provide experience for learning the patterns of different kinds of simple sentences, e.g., statement, question.	Teacher prepared charts Teacher prepared exercises
-Six parts of speech	.Provide experiences for learning the six parts of speech by their position and function in a sentence. Any rules for their use should be considered only after the students are well acquainted with their use.	
1. Verb	.Provide experiences for learning the position and function of verbs in sentences and inflected forms. .Provide experiences for increasing understanding of verbs for more accurate and adequate expression.	
2. Noun	.Provide experiences for learning the position, function in the sentence and the inflected forms. .Avoid use of "thing", "guy", etc., by learning the appropriate word needed.	
3. Pronoun- noun substitute	.Provide experiences for learning the oral and written use of noun substitutes by position, function and inflected form. Emphasize importance of agreement with antecedent.	

Principles and Concepts	Activities-Experiences	Instructional Materials
4. Adjective	.Provide experiences for learning the oral and written use of adjectives by position, function and inflected form. .Provide experiences for increasing the use of adjectives for more exact and interesting expression.	
5. Adverb	.Provide experiences for learning the oral and written use of adverbs. Learn to recognize adverbs by position and "ly" ending. .Provide experiences for increasing the use of adverbs for more interesting and accurate expression.	
6. Function Words	.Provide experiences for learning the function words by position and function in the sentence.	
Sentences and non-sentences	.Point out the difference between sentences and non-sentences. .Write a paragraph about a job the student would like to have.	
IV. <u>Arizona State Highway Driver's Manual:</u>	.Read sections of the manual together. Explain laws and regulations. Study diagrams and classifications of signs.	Arizona Highway Department <u>Drivers Manual</u>
Develop vocabulary and understanding of concepts need for reading and appreciating laws	.Make a list and learn the vocabulary used in the manual. .Learn the shapes and wording of highway sign.	Teacher prepared exercises Dittoed pages of signs to be filled in
V. <u>Communication Skills for Self Improvement:</u>	.Discuss the importance of getting along with people.	

Principles and Concepts	Activities-Experiences	Instructional Materials
Manners	.Discuss traits of popular and successful people the students have known or observed. -Thoughtfullness -Kindness -Willingness to share -Honesty and fairness -Respect for others -Others .Discuss manners for different occasions, i.e., speaking, listening, appropriate dress, and promptness. -On dates -In school -In sports -On the street -At the table -At parties or school activities -With parents and family .Discuss and list points of acceptable behavior for one or more of the above occasions. .Dramatize an introduction of a friend, a guest, or an adult.	
Conversation	.Illustrate situations that reveal good vs poor manners. .Discuss the importance of good conversation skills. -Point out the dangers of gossip as a topic of conversation. -Discuss and list topics for conversation as to their value and the situation in which each might occur. -Illustrate beginning and ending a conversation. -List sources of information for conversation, e.g., magazines, current events, sports, etc.	

Principles and Concepts	Activities-Experiences	Instructional Materials
Listening -Purposeful -Selective	.Discuss purposeful listening to conversation and directions. .Discuss purposeful listening to radio and television. .Discuss and list in notebook the classifications of programs. -Informational programs -News programs -Musical programs -Humerous programs -Variety shows -Dramatic programs .Evaluate programs with which students are acquainted in terms of their quality. .Clip from a newspaper the T-V and radio schedule. .Select programs for each of the above classifications. .Prepare a schedule of desirable programs. .Prepare a bulletin board showing the selected classifications of programs. .Prepare a scrapbook illustrating the classifications of programs.	
Improvement of Speaking	.Discuss the role of the speaker and the listener in an oral report. .Provide an opportunity for oral reports on topics of interest to the students or related to classroom activities, e.g., T-V program, working conditions of a job, current events, school activities, vacation experience.	

Principles and Concepts	Activities-Experiences	Instructional Materials
Telephone usage -Skill in using a telephone -Telephone manners	.Stress good speaking skills. .Continue the use of oral reports related to classroom activities throughout the year. .Provide experiences for making calls on the telephone. .Emphasize the points of telephone usage. -Be considerate of others -Answer promptly -Identify yourself -Speak distinctly and softly -Take calls for others -Take messages correctly -Listen attentively -Replace the receiver gently .Demonstrate telephone usage. .Provide for socio-drama in which students make calls for different purposes. -Call home to tell parents where you are -Call the school for information -Call a friend for a date -Call the florist to order flowers -Call the police to announce an accident -Call the doctor	Telephone Directories Teletrainer Telephone company publications Films
Reading	.Read library books that have to do with self-improvement, e.g., success stories, biographies. .Prepare a bulletin board illustrating personality characteristics, and character traits.	Library books -Biographies -Short stories -Fiction
VI. <u>English in Occupation:</u> Finding a job	.Introduce sources of information about jobs. -Friends -Parents	

Principles and Concepts	Activities-Experiences	Instructional Materials
	-Adult acquaintance -Employers -Newspaper -Employment office -"Help Wanted" signs -School placement service -Armed Forces	
	.Examine the "Help Wanted" and "Situation Wanted" sections in the Classified Advertising Section of the newspaper.	Newspapers Prepared exercises
	.Answer questions on worksheet giving information from the above sections.	
	.Each student clip several ads of interest to him for a notebook. Write important information from two or three of these ads.	
	.Dramatize telephone call in answer to an ad.	
	.Point out in oral reports and class discussion significant information about several of the jobs, e.g., appropriateness to students, requirements, locations, probable working conditions, etc.	
Applying for a job -Letter of application	.Write letters of application in answer to ads.	Textbook
	.Write information in preparation for a phone call where only the telephone number is given.	Bulletin board or chalk examples
-Interview	.Discuss the purpose and procedure of interviewing, i.e., make appointment, etc.	Films
	.Prepare a list of rules for the interview. -Be neat -Have facts on fingertips	Resource persons -An employer -Employed student -Work coordinator

Principles and Concepts	Activities-Experiences	Instructional Materials
	-Be natural and sincere -Observe good manners -Don't worry about nervousness -Don't exaggerate .Dramatize interviews. Discuss reactions during the interview as well as ways of improving techniques. Repeat until confidence is insured. .Stress these important points: -The interviewer leads the conversation -The interviewed person answers questions clearly and to the point. -Interviewer ends the interview.	
-Application form	.Examine a variety of job application forms, pointing out similarities and differences. .Develop vocabulary for: -Reading the forms -Writing information in the forms .Learn abbreviations commonly used on forms, e.g., Tel., Soc. Sec., Add., Sign. .Learn the spelling of all words needed for filling out the forms, i.e., family names, states, cities, employer, references, etc. .Fill out several work application forms.	Application forms of various kinds Dittoed application forms of various kinds
-Personal Data Sheet	.Prepare a Personal Data Sheet with all information. Stress the importance of keeping it up to date through the years. .Demonstrate the use of a Personal Data Sheet.	Personal Data Sheet forms

Principles and Concepts	Activities-Experiences	Instructional Materials
-Other forms	.Stress the importance of taking all necessary material when going to an interview, i.e., Social Security card, Personal Data Sheet, etc. .Explain the purpose and use of Social Security form, payment and benefit. .Fill out Social Security application forms. Send them to the Phoenix Office. See that each person has a Social Security card before the end of the term. .Fill out the following forms for practice: -W-2 forms -Work permit forms -Invoice of equipment forms -Hospital admission forms -Credit application forms -Insurance forms -Health and X-Ray card application forms	Social Security card application forms Speaker from the Social Security Office
VII. <u>Personal Traits Needed for Employment:</u> Character traits	.Motivate students to develop a pleasing personality and good character traits. .Stress the importance of forming habits that will be to their advantage. Explain how habits are formed and changed. .List and discuss each of these character traits. -Ability -Dependability -Iniative -Reliability -Good Attendance -Efficiency -Loyalty -Cheerfulness -Helpfulness	Filmstrips Films Textbook

Principles and Concepts	Activities-Experiences	Instructional Materials
Personality traits	-Unselfishness -Perserverence .Explain the fact that more people fail on the job because of undesirable personal traits rather than inability to do the work. .Discuss the meaning of personality. .List and discuss these reasons for people to lose their jobs. -Carelessness -Unwillingness to follow rules or directions -Laziness -Absence or tardiness without cause -Troublemaking -Too much attention to outside interests -Too little or too much ambition -Disloyalty -Irresponsibility -Misrepresentation .List and discuss the following examples of desirable personality traits. -Industry -Iniative -Self control -Honesty -Dependability -Tolerance .Discuss some actual cases where workers may have lost their jobs. Point out reasons for loss of jobs.	Textbooks Library books Manuals Films Film strips
VIII. Preparation for Employment:		Films Filmstrips

Principles and Concepts	Activities-Experiences	Instructional Materials
Information about jobs	.Write on the board and discuss information employee will need to know about a job. -Usual duties -Characteristics of the job -Qualifications -Employment prospects -Advancement opportunities -Where a job is found .Select jobs for study in all classifications to acquaint the pupils with qualifications and requirements necessary for all kinds and levels. .(Refer to workshop reports for classification and descriptions of local jobs.) .(Refer to other lists of job.)	Resource persons -Representatives of different occupations -Work coordinator Rochester Vocational series Lists of jobs and job requirements
Apprenticeship	.Discuss information about Apprenticeship training for skilled crafts and trades. -Apprenticable occupations -Reasons for apprenticeship -Qualifications for apprenticeship	
High school education	.Discuss the need for a high school education. Point out the advantages a high school graduate has in employment.	
	.Discuss the need for a high school education. Point out the advantages a high school graduate has in employment.	
Labor unions	.Discuss the history of labor unions and leaders. -Laborers' needs and demands	

Principles and Concepts	Activities-Experiences	Instructional Materials
	-Interpret the labor movement -Samuel Gompers -Others .Discuss how solutions are reached between labor and management. -Federal and state government's role -Labor-management board. .Discuss the relationship the students may have with labor unions in the future. .Discuss news items or current events concerning labor unions.	
Laws affecting workers	.Discuss laws affecting young workers to show how these laws provide protection and benefit, and to engender in the student a respect for the law. -Laws are passed to help everybody -Laws are passed by men and women who represent the people -A democracy depends on good citizens who understand and obey the law	

SPECIAL EDUCATION

GRADE 11:

ENGLISH

NAME OF COURSE English 5 and 6 S

The objectives of the course are to develop:

1. An appreciation for better English usage.
2. The language arts skills for adequate communication.
3. An understanding of attainable employment objectives.
4. An understanding of the qualifications and requirements necessary for different kinds of jobs.
5. An understanding of the personal qualities necessary for employment.
6. An attitude of personal worth.

Statement of purpose: This course provides pre-vocational and vocational experiences in English usage.

Principles and Concepts	Activities-Experiences	Instructional-Materials
Orientation- overview:	Develop related vocabulary with each lesson. Provide for daily review or summary of the assignment. Provide for complete review at the end of each unit. At intervals, provide for individual conferences with students to discuss work related problems. This should be done by the teacher unless there is some arrangement made for the department counselor to hold these conferences. These may be problems pointed out in the school Employment Coordinator's report or by the student. Arrange for the school Employment Coordinator to discuss his work and the Work Experience Program some time during the first week of school.	The following instructional materials are used throughout the course. Student materials -Pencil -Notebook -Textbook -Dictionary Student Handbook Bulletin boards Daily bulletin Instructional material regarding school regulations Posted bulletins, i.e., room, campus

Principles and Concepts	Activities-Experiences	Instructional Materials
		Forms, e.g., employment cards, etc.
I. <u>Orientation:</u> Orientation to school with respect to current information	.Review information of the previous year. Give special attention to: -Rules for safety -Conduct -Schedule -Forms and other printed material used by students -School supplies and lockers -Care of school and classroom property -Courtesy -Others .Note the importance of: -Listening to directions given by the teacher and others -Following directions and obeying rules -Doing class assignments completely and accurately	Work book - encyclopedia Films Filmstrips Newspaper Rochester Vocational Series or other vocational books Membership in <u>TAB</u> book club or other teen-age book club Dictionaries Teacher prepared materials
Orientation to course	.Discuss the need for understanding English as related to: -Writing letters -Applying for a job -Giving directions -Ordering supplies and materials -Reading and following directions in manuals for employees -Reading for information and enjoyment -Self assurance and self confidence	
II. <u>Applying for a Job:</u> Interview	.Discuss and illustrate the procedure of obtaining an interview.	

Principles and Concepts	Activities-Experiences	Instructional Materials
	.Discuss and illustrate the procedure of obtaining an interview. .Discuss the work of the school Employment Coordinator. .Ask employed students in the class to tell about experiences they may have had when interviewed. .Explain who would conduct the interview, e.g., personnel officer, employer, manager, foreman. .Point out that the interviewer will ask many questions the student should be prepared to answer about; himself, school background, previous employment, etc. .List on the board and discuss each of the following points: -How to prepare for a job -How to dress -How to act -What to say .Provide opportunity for socio-drama illustrating an interview, after the students are aware of effective procedure of interviewing. .Invite the school Employment Coordinator to discuss job applications, interviewing, and to answer students' questions.	
Application forms	.Add or change information on the students' Personal Data Sheets to bring them up to date. Stress the importance of keeping them for future use. Stress the importance of taking this information with them on a job interview.	Forms for Personal Data Sheets

Principles and Concepts	Activities-Experiences	Instructional Materials
	.Review application procedure. .Fill out application forms.	Dittoed application forms from various companies
Letters of application	.Write letters of application using letter size white paper. Supervise the writing to assure accuracy and neatness. A form letter may be worked out together on the board first. -Give education background and courses of special interest or courses that might be helpful in the kind of work you are seeking. -List work experiences related to the job you are seeking. .After these letters are checked and corrected, they should be kept for future reference.	
Other ways of finding a job	.Explain that there are many ways to find a job. Some common sources of job leads are: -Relatives and friends -School placement service -Newspaper want ads -U. S. Employment Service -Youth Employment Agencies -U. S. Civil Service -U. S. Armed Forces -Labor Unions -Private employment agencies -Companies and Firms .List these on the board and copy them in notebooks for future use. .Discuss situations in which a person might use each of the above sources. Point out possible requirements, advantages or disadvantages of each.	

Principles and Concepts	Activities-Experiences	Instructional Materials
III. <u>Holding a Job:</u> Personal traits needed for getting and holding a job.	.Review personal traits listed in English 2 and 3. .Discuss the following character traits and point out importance of individuals understanding themselves and developing better attitudes toward themselves and others. -Self Control -Dependability -Punctuality -Perseverance -Willingness to accept criticism -Desire to continually improve -Appearance and neatness -Ability to get along with people -Courtesy .Ask questions and discuss hypothetical situations illustrating each of these points. .Point out that there are many great Americans who have made a contribution to the world because of their character traits. .Read biographies of great Americans. Point out what they did as young people that helped develop their characters and personalities. .Read articles in newspapers and magazines that point out character and personality traits of some great persons living today. .Prepare a bulletin board showing pictures and articles of successful or great persons.	<u>OCCUPATIONAL PLANNING</u> Pub. Public Schools of the District of Columbia Biographies Newspapers Magazines <u>READERS DIGEST</u> Pictures
Getting along with others on the job	.Discuss the importance of getting along with other persons on the job.	

Principles and Concepts	Activities-Experiences	Instructional Materials
	.Point out difficulties that may arise in relationships with other persons. .At the teacher's discretion, ask students to discuss experiences they may have had in getting along with employers and other employees. .Point out responsibilities the student has in the relationship with other persons on the job. .Relationship with employer: List on the board and discuss each of these. -Thrift on the job, i.e., care of tools, materials. -Reliability, i.e., punctuality, attendance, efficiency, honesty, accepting criticism from others, etc. .Relationship with other employees: Illustrate with role-play the relationship with other employees, i.e., working cooperatively, settling differences, recognizing individual differences. .Review progress reports from school Employment Coordinator with individuals in personal conference. Point out qualities reported and suggest improvements that can be made.	Film Filmstrips
IV. <u>Occupations:</u> Qualifications for jobs	.Help the students understand that they should develop qualifications needed for more than one kind of job. Point out that new processes, new materials, and new patterns of living are continually causing changes in the kinds of jobs that are available to workers.	

Principles and Concepts	Activities-Experiences	Instructional Materials
Characteristics of jobs	.Point out that there is certain information a person should know about a job he is going to apply for. .List the following on the board and in discussion bring out further information about each. -Usual duties -Characteristics of the job -Qualifications needed -Employment prospects -Advancement opportunities -Where the job is found .Select jobs for study in all classifications and requirements necessary for all kinds and levels of jobs. .Write a report on the selected jobs. .Give oral report or discuss information obtained. .Students may work independently and in groups. Provide opportunity for study of many kinds of jobs. Develop vocabulary used with each kind of job. .Have students outline in notebooks facts about each job studies or discussed, e.g., -The kind of job it is -What the job pays -What are the working conditions -What are the working hours -What education is needed .At the discretion of the teacher, ask employed students to discuss the above important information about their jobs.	Films Filmstrips Vocational books Company and business manuals for employees All information obtainable about the listed jobs *Suggested jobs are listed on the last page of the course

Principles and Concepts	Activities-Experiences	Instructional Materials
V. Reading for Enjoyment: Biographies Stories Plays Poetry	.In vocational books and company manuals for employees, read and list information about the job. Develop related vocabulary. .Invite the school Employment Coordinator to discuss important facts about jobs and answer students' questions. .Provide opportunities for and encourage interest in reading literature for enjoyment and information. .Provide supervised time for reading to increase enjoyment and understanding. .Read together several stories. .Read together several appropriate plays. Explain the technique of developing plot, setting, etc. .Read together several poems of interest to the students. Develop an understanding of the vocabulary, form and content. .Read current events articles and books of special interest, i.e., for boys, Popular Mechanics, etc. .Reading for enjoyment should be encouraged throughout the year.	Library books Classroom collections TAB books or other personal books Publications of special interest Newspaper READERS DIGEST
VI. English Usage: Sentences	.Review patterns of sentences, i.e., statements and questions.	Textbook Teacher prepared materials

Principles and Concepts	Activities-Experiences	Instructional Materials
Common errors of English	.Review parts of speech, i.e., noun as simple subject, verb as simple predicate, etc. .Provide written assignments to assure adequate understanding of the parts of speech. .Review punctuation of sentences, i.e., statement, question, etc. .Illustrate common errors in English. -Four common errors: -isn't, aren't - ain't -them, those, these -this, that, - this here, that there -double negatives -Agreement of subject and predicate -Agreement of pronoun and antecedent -Repeated subject, e.g., John, he; Mary, she -Confusing words, e.g., two, to too; seen, saw; done, did; there, their, they are; may, can	Bulletin board illustrations An Oral Language Practice Book
The paragraph	.Provide written assignments to assure adequate understanding and skill. .Point out and illustrate characteristics of a well written paragraph. -First word is indented -A paragraph separates one topic from another -Each paragraph has a topic sentence -Each paragraph contains one main idea .Write stories telling of an exciting or interesting experience. .Write a story about student's job and the people working there.	

Principles and Concepts	Activities-Experiences	Instructional Materials
Oral expression	.Write letters to friends telling about the school or class. .Rewrite each story and letter to make improvements and corrections. .Write these tips for good expression on the board. In class discussion enlarge upon each one for better understanding. .Points that help you become a better speaker. -Talk on a topic interesting to your listeners -Know what you are talking about -Stick to the subject -Have a good command of words (vocabulary) -Have a pleasant voice and clear pronunciation -Share the conversation -Be courteous, i.e., not interrupt, not make fun of others .Interesting sources of information for conversation topics are: -Experience -Reading, e.g., newspaper, books, magazines -Movies, radio, T-V -Listening to other people -Asking questions	Tape recorder Films
VII. <u>Self Understanding:</u>	.Point out that it is important in vocational planning for each person to make a personal inventory of himself in order to determine what kind of a person he is and the kind of work he would be best suited for. The student should be aware of his assets and liabilities. .Emphasize these points: -Jobs are not equally suitable for all people	

Principles and Concepts	Activities-Experiences	Instructional Materials
	-Students should appraise themselves realistically considering their assets and abilities as well as their liabilities -Students should be helped to acquire an attitude of personal worth -Students should be helped to acquire positive, realistic goals. .Fill out interest inventories. .In class discussion, point out how interest inventories will help students better understand themselves. Individual conferences may be needed for some students. .Discuss some ways in which people are different or alike in their interests and abilities. .Fill out questionnaires pointing out these areas. -Education and training -Interests -Abilities and skills -Hobbies, talents and leisure time activities -Personal traits -Health and physical conditions .From all the jobs studied earlier, select three jobs you would like most. For each of these jobs, list: -Usual duties - the kind of job it is -Qualifications for the job -What the worker must be able to do -Education and training needed	Forms for interest inventory Questionnaire

Principles and Concepts	Activities-Experiences	Instructional Materials
	.With teacher guidance, compare job requirements with student's abilities and student's willingness or ability to get further needed training and education.	
	Jobs that may be available in this area: Hotel maid (F) Waiter or Waitress Messenger, Office boy, Office girl Sales Clerk Service Station attendant (M) Bellboy (M) Bus boy, Bus girl Cook's helper Dry cleaner's helper (M) Elevator operator Fountain clerk Counterman (M) Nurse's Aid (F) Orderly (M) Parking lot attendant (M) Auto-body repairman helper (M) Truck driver (M) Gardener, Nurseryman helper (M) Painter's helper (M) Building Maintenance worker (M) Window washer (M) Laundry marker (F) Printer's helper (M) Cafeteria server (F) Furniture assembler (M) Car hop (F) Car washer (M) Sanitation department worker (M) Packer and wrapper Stock boy (M)	

SPECIAL EDUCATION

GRADE 9:

MATHEMATICS

NAME OF COURSE Mathematics 1 and 2 S

The objectives of the course are to develop:

1. The proper attitude for learning.
2. A knowledge of the concepts and vocabulary of arithmetic.
3. Skill in using arithmetical facts.
4. An understanding of the principles of measurement.
5. An understanding of the principles of time.
6. An understanding of the principles of money.
7. A responsible attitude toward the monetary value of private and community property.

Statement of purpose: This course provides experience for learning basic number concepts and arithmetic skills.

Principles and Concepts	Activities-Experiences	Instructional-Materials
Develop arithmetical principles and concepts with emphasis on accuracy. I. Basic number concepts: Understanding of numbers	Provide experiences for development of vocabulary and symbols with each unit of instruction. .Learn the pattern of numbers from 1-100. .Learn simple concepts of place value, i.e., ones, tens, hundreds, etc. .Illustrate rounding off numbers to tens, hundreds, thousands, etc. .Find rounded-off numbers in newspapers or encyclopedia. Examine their use. .Stress legibility and accuracy in writing numbers.	The following instructional materials are to be used throughout the course. Student materials -Pencils -Ruler -Notebook -Textbook Supplementary books Dittoed materials: -illustrations -worksheets Charts Chalkboard Graphic illustrations

Principles and Concepts	Activities-Experiences	Instructional Materials
Use of numbers	.Work problems in which the skill of rounding off numbers is developed. .Work problems using numbers, e.g., writing addresses, number of students in classes and school. .Make a list of numbers, e.g., serial numbers on locks. .Prepare a bulletin board showing how figures are used to give information in newspapers and magazines. .Read and discuss information using large figures.	Bulletin Board Calendar Classroom clock Encyclopedia Newspapers Magazines Wall chart show place value of numbers Prepared worksheets Workbooks Abacus
Written words, numbers and symbols	.Learn the spelling and use of words and symbols, i.e., days of week and months, abreviations, numbers, addition sign, etc.	
II. <u>Addition - skills and concepts:</u> Addition facts from 1-10, 10-20, etc.	.Short speed drill and self timed exercises to increase attention span and skill. .Exercises for reinforcement of skill.	
Concept of carrying	.Illustrate process of carrying. .Learn the process of making transfer from one place value to another. .Work problems using column addition. .Work problems of using money.	Graphic illustration or wall chart showing carrying related to place value of numbers Textbook problems Prepared worksheets Newspaper advertisements Workbook problems Flash cards

Principles and Concepts	Activities-Experiences	Instructional Materials
III. Subtraction - skills and concepts:		
Subtraction facts from 1-10, 10-20, etc.	.Illustrate subtraction facts at each step..	Graphic illustration of wall chart showing borrowing related to place value of numbers
	.Short speed drills and timed exercises for development of skill and attention span.	
Borrowing - changing place value	.Illustrate process of borrowing.	Workbook problems
	.Work related problems for reinforcement of skill.	Prepared worksheets
Check subtraction by adding	.Illustrate concept of subtracting by adding.	
	.Work related problems for reinforcement of skills.	
	.Work subtraction problems using money.	
IV. Multiplication - skills and concepts:	.Illustrate each skill to be developed.	Wall chart of multiplication facts
	.Speed drills and self timed exercises of each fact for reinforcement of learning.	Copy of multiplication facts for each student
	.Proceed from the simplest to more difficult facts. Provide activities and experiences for adequate understanding and skill.	Wall chart illustrating steps in a multiplication problem
		Flash cards
		Textbook problems
	.Fill out bottle refund forms using addition and multiplication.	Workbook problems
		Prepared worksheets
		Bottle refund forms

Principles and Concepts	Activities-Experiences	Instructional Materials
V. <u>Division - skills and concepts:</u>	.Illustrate each skill and concept presented.	Wall chart of multiplication facts
	.Relate multiplication to division with each step	Wall chart illustrating the steps of division
	.Proceed from the simple to more difficult facts.	Textbook problems
	.Provide activities and experiences for adequate understanding and skill at each level.	Workbook problems
		Prepared worksheets
		Flash cards
VI. <u>Fractions - skills and concepts:</u>	.Illustrate each concept and skill presented.	Charts illustrating fractional parts
	.Make pictures showing fractional parts of an object.	Pictures showing fractional parts
	.Illustrate and discuss the concept of equivalent fractions, i.e., two-fourths equals one-half, etc.	Dittoed work sheets of fractions
	.Relate the oral vocabulary to written words and figures.	Dittoed worksheets of problems using fractions
	.Provide experience for learning the figures and symbols needed for using fractions.	Textbook problems
	.Relate concepts and vocabulary to students' experiences. -Sports events -Grocery items -Time -Space on bulletin board -Money	

Principles and Concepts	Activities-Experiences	Instructional Materials
Problems using fractions	.Provide activities and experiences for adequate understanding and skill in the use of: -Like fractions -Unlike fractions -Mixed numbers .Illustrate the procedure at each step. .Provide experiences for addition, subtraction, multiplication and division of: -Like fractions -Unlike fractions -Mixed numbers	
VII. Decimal Fractions-skills and concepts:	.Illustrate and discuss each concept and skill presented. .Work related problems for adequate understanding and skill in the use of decimal fractions. .Work problems in addition, substraction, multiplication, and division of decimal fractions.	Charts illustrating decimal fractions Dittoed illustrations of decimal fractions Prepared work sheets of problems using decimal fractions Textbook problems Workbook problems
VIII. Percentage - skills and concepts:	.Illustrate and discuss each concept and skill presented. .Work related problems for adequate understanding and skill in the use of percentage. .Illustrate practical use of percentage, i.e., tips, sales, etc.	Illustrations showing relation of percentage to fractions and decimal fractions Prepared work sheets of problems using percentage Newspaper

Principles and Concepts	Activities-Experiences	Instructional Materials
The following units may follow and sequence or may be related to other academic and vocational areas of the program.		
IX. <u>Time:</u>		
Clock	.Provide experiences for understanding the related vocabulary and symbols with each of the following areas. .Provide experiences for understanding the various ways in which time is expressed, i.e., reading, writing and oral expression. .Provide experiences for developing the ability to compute time on the clock. .Compute time: -Write the time at intervals through the hour -Fill in clock face forms with numbers -Read the time written, e.g., 12:45 -Fill in clock faces with hands indicating desired time -Others	Wall clock Calendar Teacher prepared materials -dittoed work sheets -clock faces to be filled in -chalk board illustrations -vocabulary lists -prepared problems Textbook problems Student notebook
Time zones	.Provide experiences for understanding and useing time zones.	Charts or maps showing time zones
Calendar	.Write the days of the month in a calendar. .Estimate the length of time from one date to another within a month or months. .Estimate the length of time between years and centuries related to significant dates.	Wall calendar Dittoed forms for notebook calendars Students Handbook Textbook problems

Principles and Concepts	Activities-Experiences	Instructional Materials
	.Estimate the length of time until students' birthdays.	
	.Use terms to express calendar time orally and written.	
	.Compute the number of days, weeks and months in a school year.	
	.Compute the number of days in holidays.	
	.Change units of calendar time from one form to another.	
	.Provide experiences for working problems of addition, subtraction, multiplication and division of units of time.	
Leap year	.Provide experiences for developing an understanding of the concept and use of leap year, e.g., February 29th.	
	.Write the recent and forthcoming years on which leap year falls.	
The use of time in occupation	.Develop related vocabulary.	Vocabulary list
	.Compute the length of time in a school day.	Prepared worksheets
	.Compute the time in a lunch period.	Textbook problems
	.Compute the time in a "break".	Time cards
	.Compute the length of time required for preparation for an activity.	Classroom clock
	.Compute the number of hours in a work day.	Calendar
	.Prepare a time card for a week. Compute the total number of hours.	

Principles and Concepts	Activities-Experiences	Instructional Materials
X. <u>Money:</u>	.Compute the number of hours in a pay period, i.e., two weeks, month.	
	.Write a schedule for a school day.	
	.Discuss the value of using time wisely.	
	.Provide experiences for the development of vocabulary throughout the unit.	Play money
Coins	.Compute units of coins, i.e., dimes to pennies, etc.	Dittoed illustrations showing kinds of coins and value of coins
	.Make change in coins.	Prepared problems
		Prepared worksheets showing demoninations of bills
Larger units of money	.Compute units of money, i.e., bills and coins.	Textbook problems
	.Make change involving coins and bills.	Notebooks
	.Make change for purchases, e.g., clerk, customer.	
	.Work problems involving money - addition.	<u>Tips on Making Change</u>
		Cash register
Personal monetary responsibility	.Discuss significance of assuming responsibility for and care of personal items and school supplies.	
School and personal expenses	.Discuss budgeting	
	.Prepare a budget for immediate school expenses including books, activity tickets, lunch, and transportation.	

Principles and Concepts	Activities-Experiences	Instructional Materials
	.Work problems related to school and personal expenses. .Prepare a projected budget for school expenses for the semester and for a school year. This activity should be accumulative through the year. .Prepare a budget for personal expenses including clothing, entertainment, food, recreation and related expenses. .Discuss necessary vs luxury spending. .Introduce concept of sales tax. .Discuss monetary value of caring for personal property. .Discuss the monetary value of caring for public or community property. .Arrange for a parent or graduate student to discuss financial responsibility. .Prepare bulletin boards related to unit. .Prepare notebook of information.	
Source of money	.Discuss sources and approximate amounts of income, e.g., allowance, earned money, parent financed.	
Relationship between source of money and expenditures	.Discuss the relationship between the source of money and expenditures. .Discuss the student's financial responsibility as a member of the family.	

Principles and Concepts	Activities-Experiences	Instructional Materials
	.Work related problems.	
Develop an appreciation for the financial aspects of community and private property	.Discuss the individual's responsibility for care and maintenance of public property in terms of the cost involved.	Films Bulletin board showing the cost of distruction to property
	.Discuss the cost of damage to private property.	
Record of money	.Discuss the importance of keeping records of income and expenditures.	Forms for cash accounts
	.Demonstrate keeping a cash account.	
	.Prepare cash accounts, e.g., personal, club.	
	.Work related problems.	
	.Discuss the importance of having necessary money available for emergencies.	
Introductions to the fundamentals of banking	.Discuss the purpose of procedure of a checking account.	Dittoed checks, bank statements, reconciliation statements
	.Fill out signature card.	Resource materials available through the bank
	.Write checks and prepare consecutive stubs.	Films on banking
	.Fill out deposit slips.	Film strips on banking
	.Work related problems.	Textbook problems
	.Develop related vocabulary.	
XI. <u>Measurement:</u>	.Provide experiences for development of related vocabulary, symbols and abbreviations.	Textbook problems Graphic illustrations
Linear measure	.Measure lines, squares, rectangles and triangles.	Bulletin board showing units of measurement

Principles and Concepts	Activities-Experiences	Instructional Materials
	.Make lines, squares, rectangles and triangles. .Work related problems for adequate understanding and skill in the use of linear measurement, e.g., inch, foot, mile. .Change units of measurement from one form to another. .Work problems using fractional parts of measures.	Prepared worksheets Illustrations of abbreviations Tape measure Personal rulers Yardstick Large illustration of ruler and yardstick Chart showing abbreviations
Liquid measure	.Provide experiences and activities for development of related vocabulary, symbols and abbreviations. .Provide activities and experiences for adequate understanding and skill in the use of liquid measure. .Change units of measure from one form to another. .Work related problems.	Bulletin board showing equivalent units of measure Containers for measuring, e.g., pint, quart, etc. Dittoed worksheets Prepared problems Textbook problems
Dry measure	.Provide experiences and activities for development of related vocabulary, symbols, and abbreviations. .Provide experience for adequate understanding and skill in the use of dry measurement. .Change units of dry measure from one form to another.	Containers for dry measure Dittoed illustrations Dittoed worksheets Textbook problems

Principles and Concepts	Activities-Experiences	Instructional Materials
	.Prepare bulletin board showing units of dry measure. .Work related problems.	

NAME OF COURSE Mathematics 3 and 4 S

The objectives of the course are to develop:

1. A knowledge of the vocabulary necessary for communicating information involving the use of money.
2. A discriminating attitude toward situations involving values.
3. A reinforcement of arithmetic skills.
4. The ability to apply arithmetical processes and concepts.
5. An understanding of monetary responsibilities.

Statement of purpose: This course provides experiences in computing information and money management.

Principles and Concepts	Activities-Experiences	Instructional Materials
Reinforcement of arithmetic skills:	.Provide periodic review of skills, especially as introduction to their use in the following units. .Introduce each new concept with discussion and graphic illustrations which will involve every student in the situation. .Develop the related vocabulary with each unit. .Stress accuracy in reading and recording numbers. .Stress legibility in writing numbers.	The following instructional materials are to be used throughout the course. Student materials -Pencils -Ruler -Notebook -Textbook Supplementary materials Banking information Insurance company publications Dittoed materials -Illustrations -Worksheets -Forms -Charts -Chalkboard

Principles and Concepts	Activities-Experiences	Instructional Materials
		Graphic illustrations Bulletin Boards Newspapers Encyclopedia Films Filmstrips
I. Reading and Reporting Information in Figures:	.Review place values of numbers. .Round off numbers to tens, hundreds, etc. .Check lists of numbers, e.g., serial numbers. Arrange in numerical order.	
Reporting information in figures	.Organize and record numbers for a report. .Prepare a report involving addition. -Class survey -Magazine campaign -Candy sale -Purchase of school supplies	Textbook problems Prepared problems
Graphs	.Discuss and illustrate graphs as an easy means of reporting and reading information. .Read prepared bar and line graphs. .Prepared bar graphs and line graphs illustrating information in rounded off numbers.	Prepared problems Newspaper Encyclopedia
Meters - gas and electric	.Read and compute information on meters.	Dittoed illustrations

Principles and Concepts	Activities-Experiences	Instructional Materials
		Prepared problems
Thermometer	.Read thermometers.	Thermometer
	.Compute problems involving temperature.	Prepared problems
Weather report	.Prepare a bulletin board of weather reports.	
II. <u>Income:</u> Introduce income and money management concepts.	.Discuss kinds of income. -Salary, i.e., weekly, monthly, annually -Commission -Bonus -Contract -Fringe benefits	
Take-Home pay	.Fill out time card for a two weeks period.	Prepared forms
	.Compute salary by a fixed rate of pay per hour.	Prepared problems
	.Compute deductions. -Witholding tax -Social security (3½%) -Insurance -Other deductions	Textbook problems Witholding tax table Witholding tax statement
	.Compute take-home pay (net pay)	Form W-2
III. <u>Management of Money:</u> Introduce money management concepts.		
Financial Planning	.Discuss necessities vs. luxuries: -Necessities, i.e., food, clothing, household, medical, transportation, shelter, etc. -Luxuries, i.e., recreation, sports, movies, jewelry, elaborate clothing, cosmetic, etc.	

Principles and Concepts	Activities-Experiences	Instructional Materials
Cash Account	.Prepare a cash account, e.g., personal, club.	
Budgeting	.Prepare a budget for school expenses including: - books, activity, tickets, lunches, transportation.	
	.Prepare a personal budget.	
	.Discuss the importance of having money available for emergencies.	
	.Prepare a chart showing economic needs of a family by percentage of income.	
Purchasing	.Plan buying of one item. -Where to find it? -Compare prices, i.e., new, second hand, cash, installment buying	Telephone directory Newspaper Catalogue Magazine advertisements Dittoed forms Prepared problems Textbooks
	.Prepare a report showing comparative prices.	
	.Discuss carrying charges and credit rating of installment buying.	
	.Prepare a report showing installment prices and carrying charges of various items.	
	.Prepare a grocery list.	
	.Discuss when to buy foods, e.g., in season, on sale.	
	.Discuss how much to buy depending on spoilage, storage space, price in quantity, etc.	
	.Prepare a bulletin board.	

Principles and Concepts	Activities-Experiences	Instructional Materials
Taxes on purchases	.Discuss shopping problems, e.g., selection of quality, aesthetic quality, advertising displays, T-V and magazines advertising. .Discuss the purpose and amount of sales, excise and luxury taxes. Taxes are necessary for government services. .Compute taxes on a grocery list. .Compute taxes on a large purchase order.	Catalogue order blank Prepared problems
Paying bills	.Discuss ways in which bills can be paid, i.e., check, money order, cash. .Make out a money order. .Make out checks to classmates for items in above problems.	
IV. <u>Banking:</u> Checking account	.Discuss purpose of banking. .Discuss procedure in opening a checking account. .Write checks. -Complete check stubs in sequence carrying forward the balance. .Make out deposit slips. .Examine and disucss bank statement. -Service charge -Checks recorded on statement -Deposits recorded .Prepare a reconciliation statement for one month.	Dittoed checks with stubs Dittoed bank statement Dittoed reconciliation statement Prepared problems Textbook problems

Principles and Concepts	Activities-Experiences	Instructional Materials
Savings account	.Discuss purpose of savings account.	Dittoed forms for pass book page.
	.Discuss value and relative percentage of savings from income.	Prepared problems
	.Discuss procedure in opening a savings account.	
	.Make out a savings account deposit slip.	
	.Examine and prepare a pass book.	
Interest	.Explain the methods of figuring interest.	
	.Discuss compounded interest on savings.	
	.Examine and discuss a compounded interest table.	Table in textbook
	.Explain interest formula, i.e., I = P x R x T.	
	.Figure interest using one of the above methods for a pass book page.	
V. <u>Investment of money:</u>	.Discuss kinds of investment.	
Real Estate	.Discuss investment in real estate, i.e., home, income property.	
	.Discuss possible changes in value, upkeep, speculation possibilities.	
Savings bonds	.Discuss savings bonds, i.e., purpose, kinds, advantages and disadvantages of different kinds.	United States Savings Bonds table of redemption values
	.Figure the cost of purchasing a bond.	Textbook problems

Principles and Concepts	Activities-Experiences	Instructional Materials
Automobile	.Discuss relative value and cost of automobiles, i.e., old and new. .Discuss cost of upkeep on automobile and transportation advantages. .Discuss automobile insurance.	
Other investments	.Discuss possible advantages and disadvantages of investment in: -Private industry -Banks -Stock -Others	
VI. <u>Reliable Assistance:</u>		
Agencies that assist with money matters	.Discuss and list reliable agencies to be found in the Phoenix area. -Better Business Bureau -Federal Agencies -Federal Income Tax Office -Family Counseling -Job savings and Credit Union -Legal advice -Local bank .Discuss advantages of using reliable sources and disadvantages of using unreliable information. .Use telephone directory for addresses of some of the above and for finding further information about them. .Prepare bulletin board using brochures and phamphlets.	Phamphlets and brochures from agencies

Principles and Concepts	Activities-Experiences	Instructional Materials
	.Write the above list of agencies in notebooks for future use.	
VII. Loans:	.Discuss procedure of making a loan.	Form for promissory note
	.Discuss securities, promissory note, monthly payments, interest rates, etc.	Prepared problems Textbook problems
	.Discuss possibilities, advantages and disadvantages of different sources of loans. -Bank -Credit Unions -Small Loan Companies -Others	
VIII. Insurance:	.Discuss the purpose of insurance.	Insurance company information
	.Discuss advantages and disadvantages of different kinds of loans.	Dittoed forms of policies
	.Examine and compare information from insurance companies.	
	.Collect information and discuss the different kinds of insurance. -Auto -School accident -Life -Property -Accident -Medical	
	.Discuss the need for budgeting for insurance.	

SPECIAL EDUCATION

GRADE 10:

SCIENCE

NAME OF COURSE Science 1 and 2 S

The objectives of the course are to develop:

1. An understanding of necessary health and safety measures.
2. The necessary attitude for cooperation with health, medical, and law enforcement agencies in the community.
3. An attitude necessary for proper care and use of personal and public facilities.
4. An understanding of materials used and processes employed in making these materials more useful to man.
5. An awareness of the present frontiers of science.
6. An appreciation for the scientists who have helped bring about the healthful conditions we enjoy.
7. An understanding of the scientific process used for gaining information.

Statement of purpose: This course provides experiences for application of the principles of health and safety, and an awareness of recent scientific development.

Principles and Concepts	Activities-Experiences	Instructional Materials
Introduction - overview:	Develop related vocabulary with each lesson. Points brought out in each discussion should be listed on the board and copied in notebooks. Provide for complete review of each unit. Provide time for review or summary of each lesson.	The following instructional materials are used throughout the course Student materials -Pencils -Notebook -Textbook -Dictionary Supplementary books Workbooks World Book or other encyclopedia Library books, phamphlets, pictures
I. Safety:	.Discuss the significance of the statement "Safety is no accident". .Compile information from various sources on kinds of accidents that can happen in the home and community. .Discuss and prepare information showing carelessness as a cause of accidents.	

Principles and Concepts	Activities-Experiences	Instructional Materials
	.Prepare information showing precautions that can be taken to prevent each of the above accidents. .Prepare information showing precautions that can be taken to prevent each of the above accidents. .Discuss and list safety hazards in the home and ways they can be corrected. .Discuss the need for proper use of home and public facilities as a safety measure. .Discuss the importance of safety precautions while traveling. .Make a list of traffic regulations that effect safety. .Discuss the importance of observing traffic rules for the protection of yourself and others. .Discuss and list safety precautions away from home, e.g., P. E. classes, swimming pool, parks, large gatherings. .Discuss hazards associated with various jobs that contribute to physical injury, e.g., electricity, fire, machinery. .Discuss safety rules relative to different kinds of jobs and the importance of obeying them. .Discuss safety factors in wearing proper clothing on the job.	Magazines Newspaper Charts Films Filmstrips First Aid Book Telephone Directory Illustrations and pictures Arizona Highway Department Drivers Manual Manuals for use of home appliances Teacher prepared materials

Principles and Concepts	Activities-Experiences	Instructional Materials
	.Discuss insurance as a means of proper protection and care. .Discuss protection provided by the fire department. .Illustrate when and how to call an alarm. .Discuss various duties and interests of the fire department. .Know and observe fire protection rules. .Discuss the protection provided by the police department. .Discuss various duties and services of the police department. .Discuss safety protection provided by other community agencies, e.g., highway patrol, Red Cross, Civil Defense and civic groups. .Prepare bulletin boards and scrapbooks showing safety hazards and precautions. .Prepare a card showing name, address, and telephone number of family doctor, fire department, police department, and hospital.	Information and materials from: -Red Cross -Civil Defense -Police department -Fire department
11. <u>Health:</u> Personal	.Discuss the importance of personal health and hygiene. .Prepare written information pertaining to the following. -Physical fittness and recreation -Importance of nutrition to good health -Proper precautions in the use of foods, water and medicine	

Principles and Concepts	Activities-Experiences	Instructional Materials
	-Adequate rest and sleep -Effects of personal cleanliness in relation to other persons -Good health contributes to appearance -Relationship between weather, choice of clothing and health -Need for practice of good health habits -Relationship between mental health and physical health. .Provide an opportunity for each student to write one problem in personal health and do research on ways of correcting the problem. .Discuss the need for periodic medical and dental check-up as a means of preserving health. .Discuss the dangers in the use of alcoholic beverages, narcotics and tobacco.	
Home	.Discuss hygiene and sanitation measures in the home as a means of protection against germs. .Discuss proper use of facilities in the home for better health. .Discuss the importance of proper control and use of heat, water, lights, electricity, and gas. .Discuss ways of preventing spread of disease in the home. Use a common cold as an example. -Personal care when sick -Avoid contact when sick -Sanitation measures when a member of the family is sick -Follow doctor's directions	Films Film strips

Principles and Concepts	Activities-Experiences	Instructional Materials
School	.Discuss service of the school nurse and doctor. invite school nurse to discuss service of the health center as well as prevention of accidents and illness.	
	.Discuss importance of keeping a medical appointment.	
	.Discuss importance of carrying out doctors' and nurses' instructions.	
	.Examine kinds of health cards used by the health center and discuss their purpose.	
Community	.Discuss community facilities provided for public health.	
	.Discuss proper use of public facilities, e.g., water fountain, restrooms, streets, sidewalks, movies, parks, swimming pools.	
	.Discuss sanitation service of the community.	
	.Discuss community water supply and purification system.	Salt River Water Users publications
	.Discuss need for clean air as a health measure.	
	.Discuss services of the U. S. Public Health Department, and Maricopa County Health Department.	Educational information and services from these departments.
	.Write the title, telephone number, and address of those agencies and departments the students may be using.	
	.Discuss laws and ordinances protecting public health and the individual's responsibility in obeying them.	

Principles and Concepts	Activities-Experiences	Instructional Materials
Employment	.Discuss communicable and non-communicable diseases and ways of controlling them. .Discuss and list health services through employment, e.g., -Medical requirements and services -Facilities promoting general health .Discuss the importance of developing good health and hygiene habits in preparation for future employment.	
III. Food:	.Discuss the places of employment that require Health Cards and Food Handlers cards, i.e., restaurants, grocery stores, meat markets, day nurseries.	
	.Discuss laws and regulations governing food handlers and public eating establishments.	Manuals Food Sanitation Division of Enviromental Sanitation, Maricopa County Health Department
	.Discuss State Health Department rating of cafes and restaurants.	
	.Schedule the course "Sanitation in Food Services" by the Maricopa County Health Department.	
	.Make preparations for obtaining Health Cards and Food Handlers cards before employment.	
	.Prepare information for notebook and bulletin board regarding our need for different kinds of food. Point out the need for a balanced diet to prevent illness.	Textbook
	.Illustrate the effect of a balanced diet and an unbalanced diet.	

Principles and Concepts	Activities-Experiences	Instructional Materials
	.Prepare a chart showing the seven basic foods. .Illustrate the fact that habits of eating help us get proper foods. .Discuss some individual differences in food needs, e.g., allergies, weight, health problems. .Discuss food laws and ordinances for public protection, e.g., Pure Food and Drug Laws.	Library books and phamphlets Magazines Newspaper Films Filmstrips Teacher prepared materials Textbooks
Production of food	.Read and collect information how our food is produced. -Raising food -Finding food -Preserving food -Distribution of food -Increasing the production of food	
IV. <u>Clothing:</u>	.Prepare a scrapbook showing selections of appropriate clothing for different occasions. .Discuss and illustrate care of clothing for better appearance and wear. .Discuss effects of good grooming and appearance on mental health. .Discuss reliable materials and their care for prolonged life of clothing, e.g., use of proper shoe polish, soap, dry cleaning.	Magazines Catalogue Newspaper Library books Textbook
V. <u>Home:</u>	.Discuss importance of proper care and maintenance of the home for economy and comfort of living.	Company manuals for home appliances

Principles and Concepts	Activities-Experiences	Instructional Materials
	.Read information in home appliance manuals showing their proper care and maintenance. Prepare an illustrated oral report.	
	.Discuss economic use of utilities. Compare the amount of electricity used by light bulbs, T-V, radio, etc.	Textbook Supplementary books
	.Prepare a scrapbook showing comfort and appearance of a well managed home.	Newspaper Magazines Encyclopedia
VI. <u>Use and Conservation of Natural Resources:</u>	.Prepare information regarding natural materials used by man, e.g., stone, clay, wood, coal, oil.	
	.Prepare information regarding man-made materials that supplement or replace natural materials, and their uses.	
	.Prepare a bulletin board regarding conservation of natural resources.	Library phamphlets and pictures
	.Prepare scrapbooks or illustrated reports regarding conservation of natural resources, e.g., water, forests, wild life, natural beauty.	Magazines Newspaper
	.Prepare information showing how each of these contribute to conservation of natural resources. -Fish and Game Department -Forest Service -Parks Service -Care and use of natural resources by cities and states	Brochures and pamphlets on National Parks and forests

Principles and Concepts	Activities-Experiences	Instructional Materials
VII. <u>Scientific Developments:</u> that contribute to our health, safety and well being	-Care and use of natural resources by individuals -Fire control -Controlled consumption and use by industries and government -Hunting and fishing laws and license .Compare life 3000 years ago, 300 years ago, and the present. .Make a list of things we have that people 100 years ago did not have for comfort, convenience and health. .Prepare information for scrapbook or notebook showing present frontiers in scientific developments that effect: -Health -Space travel -Transportation -Communication -Improvement in production of food supply -Industry .Provide for individual or group study of one of the following areas in preparation of an oral report or written report. -Water supply in the Salt River Valley -Personal Health and Hygiene -Conservation of Natural Resources -Better plants and animals -Nutrition -Magnets -Electricity -Production of clothing or shoes -Communication -Transportation -Space travel	Textbook Newspaper Magazines T-V programs Encyclopedia

Principles and Concepts	Activities-Experiences	Instructional Materials
	-Telephone -Radio and television	
VIII. Notable Scientists:	.Discuss the contributions of past and present scientists to our health, safety and well being. .Write a brief bibliography of a scientist showing his/her contribution to science and to our lives.	
IX. Scientific Research:	.Provide learning activities in which students can do experiments and research, keep record, and write up the results. Equipment available for classroom use will be a limiting factor on kinds of experiments selected. .Some experiments can be done at home under the guidance of the teacher, with the completed experiment and report shared with the class. .The list of possibilities for experiment and research is extensive. A few suggestions are given here. Living Things Around Us Kinds of Animals native to Arizona Some Common Birds Animals for the Classroom Making Leaf Prints Plants for Indoors	

Principles and Concepts	Activities-Experiences	Instructional Materials
	Taking Care of Yourself	
	Care of the Skin	
	Colors that Suit You	
	Choosing Clothes	
	Saving Your Teeth	
	The Eyes and Their Care	
	Preventing Infection and Disease	
	Electric Circuits	
	Light from a Flashlight Cell	
	Electric Switches	
	Using Electricity Safely	
	Overcoming Gravity and Friction	
	Experiments with Gravity	
	Pulleys	
	Reducing Friction	
	Fire	
	Oxygen and Burning	
	Composition of Fuels	
	Putting out Fires with H_2O and CO_2	

Principles and Concepts	Activities-Experiences	Instructional Materials
	Making Use of Light	
	How a Mirror Reflects Light	
	Light Rays and Light Beams	
	Air at Work	
	Air Exerts Pressure	
	Why the Wind Blows	
	Change of Season	
	Plants in Different Seasons	
	Animals in Different Seasons	
	Seasons and People	

SPECIAL EDUCATION

GRADE 9

SOCIAL STUDIES

NAME OF COURSE Social Studies 1 and 2 S

The objectives of the course are to develop:

1. An attitude necessary for learning.
2. An understanding of self as a responsible, contributing member of society.
3. An attitude of respect for laws and authority.
4. An appreciation for opportunities provided by the home, school, and community.
5. An understanding of the geography, natural resources, industrial development and history of the state of Arizona.

Principles and Concepts	Activities-Experiences	Instructional Materials
Orientation - overview:	Develop related vocabulary throughout the course. Points brought out in class discussion should be kept in student notebooks. Provide for review or summary of each assignment. Provide complete review of each unit. The sequence of units in this course may be adjusted for better assimilation of current events. Use current events as points for discussion and reference throughout the course. Develop related vocabulary throughout the course.	The following instructional materials are to be used throughout the course Student materials -Textbook -Pencils -Notebook -Dictionary Student Handbook Films Filmstrips Supplementary books Library books and materials Maps Charts
I. Citizenship - School and Home: Students role in the school		

Principles and Concepts	Activities-Experiences	Instructional Materials
		Pictures
Develop an understanding of the responsibilities of good citizenship in school	.List on the board and discuss these points of citizenship in the school. -Show an understanding of and appreciation for individual differences -Show respect for the beliefs and rights of others -Show appreciation for and care of school facilities -Help to keep school standards high -Show school spirit -Be a good student, i.e., bring materials to class, do assignments on time, develop effective learning habits -Be present and on time for classes -Obey school and classroom rules and regulations	Arizona Highways Teacher prepared materials Newspaper News magazines Junior Scholastic news publications
Develop an understanding of the values of high-school education	.Discuss and list ways the school and an education will help individuals. -Develop skills that help prepare individuals for earning a living -Provides opportunities for developing an understanding and appreciation of individual differences -Broaden horizons by study in many subjects -Provides opportunity for development of creative skills -Provides opportunity for self understanding and maturity -Provides opportunity for participation in organized social life and recreation	
Develop an understanding of themselves as individuals	.Class or group discussions of points such as the following, when the occasion arises, will give students the opportunity to reach a better understanding of themselves as individuals.	Films Filmstrips

Principles and Concepts	Activities-Experiences	Instructional Materials
Promote an attitude of self reliance	-How you learn -Understanding your feelings -Your ideals -The kind of person you are -Becoming self reliant -Finding and making friends -Creative recreation .Films are excellent sources for topics of discussion, as well as information and illustration of the above points.	
The individual's role in the family Develop a better understanding of the individual's role and responsibilities in the family	.Discuss the interrelationship with members of the family. Suggested points. -Understanding individual differences -Respect for needs and beliefs of members of the family -Family values and leisure time activities -Showing respect for adults -Divided time inside and outside the home -Family authority -Family unit and security -Individual as a contributing responsible member -Care and maintenance of belongings -Management and conversation of time, materials and facilities -Recreation; alone, with others, proper use of family and public facilities	Textbook Films Filmstrips Supplementary books Encyclopedia
II. <u>Neighborhood and Community:</u> Facilities and Services	.Discuss the family role in relation to various community services, and facilities, i.e., school, church, neighbors, business, recreation, etc. .Discuss parent and family participation in school activities.	

Principles and Concepts	Activities-Experiences	Instructional Materials
Develop an awareness of and appreciation for the facilities and programs provided by the community, and the family's responsible participation	.List and discuss community services, agencies and facilities that are available, i.e., hospitals, family counseling, recreation programs, health service, etc. .List and discuss community workers and helpers, i.e., health and sanitation, food, mail service, utilities, etc. .Discuss individual responsibilities in the use of public facilities. -Care and conservation -Keeping facilities clean -Interest in appearance of community -Courtesy toward other people, employed and participating -Community pride -Respect for laws	
III. <u>Map Reading:</u> Develop an understanding of the transfer of information from concrete to abstract form. Illustrate this process in the activities	.Find and outline the neighborhood on a city map. .Locate important places and find how to get to them. -Locate shopping centers -Hospitals -Family doctor's office -Dentist -Employment office -Schools -Parks -City and public buildings -Public health center .Discuss the growth of the community and factors that have influenced population changes. .Prepare information showing how concrete places are shown in the abstract form of maps.	Maps for each student -City of Phoenix -Arizona

Principles and Concepts	Activities-Experiences	Instructional Materials
		-School plant -United States
	.Find information on individual maps, i.e., ledger, streets, etc. -Locate direction and distance from home to school. Write directions telling a friend how to reach own homes giving distances, etc. -Find a place of business in the classified section of the telephone directory. Using this address, locate the place on the map. Write out directions and route to follow from home or school to the place -Locate on individual maps or a large classroom map of Phoenix many public buildings and facilities of the city -Locate different communities or sections of the city -Learn directions and relate to directions on maps -Learn the vocabulary needed for map reading	Textbook Pictures Telephone directory for each student Teacher prepared materials and exercises
IV. <u>Valley of the Sun-Geography:</u> Valley of the Sun: Develop an understanding of the physical features, industries, etc., important to living in the valley	.Locate main highways, freeways, and main streets. .Locate cities and public facilities in the valley. .Locate the Salt River, dams, water shed and canal system. .Discuss the importance of the water supply system to local industries and growth of population. .Read together and discuss published information about the water supply.	Maps Salt River Project maps of the river and canal system Other published materials Newspaper

Principles and Concepts	Activities-Experiences	Instructional Materials
	.Prepare information showing climate, seasons, important industries, and physical features of the valley. .Outline the Valley of the Sun on a map of Arizona. .Make a map or bulletin board of the Valley showing physical features, cities, water system, etc.	
V. <u>Arizona:</u> Geography Develop an awareness of the location, physical features and industries of Arizona	.Locate the state of Arizona on a United States map, world map, and globe. .Point out directions to different places in the United States and the world that are important to the student. .Prepare information for notebooks and bulletin boards showing: -Physical features, i.e., mountains, rivers, valleys, desert, dams, etc. -Plant life, i.e., vegetation by area, crops, etc. -Climate and seasons -Recreation areas, types and locations -Important industries and products of the state showing types and locations, private and public, and their effect on population trends -Population centers	Textbook ARIZONA HIGHWAYS Pictures Films Filmstrips ARIZONA FOR BOYS AND GIRLS Encyclopedia Newspaper Other published materials
Government	.Discuss the implications of the use of taxes for public benefit. .Study the divisions of state government for an overview of its structure. (This will be covered more fully in History and Government the Junior year.)	

Principles and Concepts	Activities-Experiences	Instructional Materials
History of Arizona Develop an appreciation for the contributions people of the past have made to the welfare of the state	.Discuss outstanding citizens and their contributions to the welfare of the city and state. .Provide experiences for learning the voting privileges and duties of each citizen. .Provide information for notebook and bulletin boards showing important events in the history of Arizona. .Provide other experiences for developing an understanding of the history of Arizona.	Maps -City of Phoenix -Arizona -United States -Airlines -Railway -Highway Pictures Magazines City bus schedule Films Filmstrips Encyclopedia Published information
VI. <u>Transportation:</u> Develop an understanding of travel routes and travel conditions	.Locate on an Arizona highway map the types and locations of highways, i.e., national, state, county. .Discuss probable conditions of each type. .Discuss sources of weather information affecting travel arrangements. .Discuss dangers of travel on the desert, and in the mountains under different weather conditions. .Discuss the means of travel in the city and on long trips, i.e., bicycle, private automobile, taxi, city bus, overland busses, trains, and airlines. Discuss the procedure for making transportation arrangements.	

Principles and Concepts	Activities-Experiences	Instructional Materials
	.Study the city bus schedule. Find the schedules near the students' homes. .Discuss the procedure of travel on city bus. Learn the vocabulary of signs and directions in bus depot and bus. .Discuss the procedure of making arrangements to travel by bus or train to a distant place. -Purchasing a ticket -Handling a ticket -Scheduling -Other information .Plan a trip and write the necessary information in notebooks. .Discuss shipping and transportation of products in and out of the valley or state. Study information about methods of transportation. .Point out important transportation centers of the world, e.g., Phoenix, Los Angeles, Chicago, New York.	
VII. <u>Nation - The United States:</u> Geography Develop an awareness of the location, physical features, and climatic conditions of the United States	.Locate the United States on a world map or globe. .Study by committee, individual or class, information related to: -Land formations, i.e., sea coasts, mountain ranges, great plains, deserts, etc. -Vegetation by area, i.e., forests, grass lands, deserts, swamps -Climate by area -Industries and products of states, localities, or cities	

Principles and Concepts	Activities-Experiences	Instructional Materials
	-Places to visit, e.g., recreational areas and facilities, points of national interest, national shrines, national parks -Population trends, i.e., urban vs rural -Natural resources	
Government Introduce the concept of Federal Government that will be developed more fully in Social Studies 3 and 4. Current events should influence or determine the topics for discussion	.Study the divisions of federal government. .Discuss the constitutional form of government. .Discuss the economic way of life. .Study the elements of citizenship. -Obeying the laws -Voting privileges and duties -Political issues, parties and candidates -Taxes, i.e., payment and use, etc.	
VIII. Laboratory: Work in shop (for girls) Girls are released from Social Studies to take six weeks of Practical Shop	.To learn how to name, identify and use practical tools found in the home. .To become familiar with good safety practices. .To create an original craft project related to the Social Studies.	

SPECIAL EDUCATION

GRADE 11:

AMERICAN HISTORY AND AMERICAN GOVERNMENT

NAME OF COURSE American History and American Government

The objectives of the course are to develop:

1. An attitude necessary for learning.
2. An understanding of our constitutional form of government.
3. An understanding of developments in the history of our country.
4. An appreciation for those persons who have contributed to the welfare of America.
5. An attitude of responsibility as a citizen of the United States.

Principles and Concepts	Activities-Experiences	Instructional Materials
Orientation - overview:	Develop related vocabulary throughout the course. Points brought out in class discussion should be written in student notebooks. Provide for review or summary of each assignment. Provide complete review of each unit. The sequence of units in this course may be adjusted for better assimilation of current events, and political or government activities. The order of units may be arranged to begin with city, state, and national government first; then a cronological study of history. Films provide an excellent source information for study and discussion.	The following instructional materials are to be used throughout the course. Student materials -Textbook -Pencils -Notebook -Dictionary Supplementary books Workbooks Teacher prepared materials and exercises Encyclopedias Biographies Maps -City of Phoenix -Arizona -United States -World

Principles and Concepts	Activities-Experiences	Instructional Materials
I. History:	.Provide experiences for reading, discussing and writing information related to: -The discovery of America -Explorers - Spanish, French, and English -The first settlements	Historical novels having to do with -Personalities -Events -Places -Periods in history
Discovery of America		
Colonization	.Provide experiences ... related to: -The early settlements -The thirteen colonies -Life in the colonial period	Newspaper
The New Nation	.Provide experiences ... related to: -Events that led to the Revolutionary War -The Revolutionary War -Writing the constitution -Provide experiences for research on outstanding persons of the Revolutionary War period	News magazines Films Film strips
The Westward Movement	.Provide experiences ... related to: -The movement westward across the continent -Life on the frontier -Settlement of the far west -Explorers	
The Civil War Period	.Provide experiences ... related to: -Disagreement between the states -War between the north and south -Rebuilding a nation -Persons of the Civil War period	
The Twentieth Century	.Provide experiences ... related to: -Immigrants and naturalization -The industrial revolution -World War I and the years following. -World War II and the years following. -Heroes of the two world wars	

Principles and Concepts	Activities-Experiences	Instructional Materials
II. <u>Geography of the United States:</u> Develop an understanding of the effect of geography on the westward movement and the economy of the nation	.Provide opportunity for studying information related to: -Land formations, e.g., mountains, rivers, great plains -Vegetation, e.g., forest, grass land, desert -Natural resources -Industrial development -Other areas	
III. <u>Constitutional Government:</u> State Constitution Divisions of state government Develop an understanding of the divisions of the state government including names of some persons holding office	.Provide experiences for reading, discussion, dramatization and writing information related to the following areas of constitutional government, using current information. .Governor -Responsibilities -When and how elected .Legislature -Senate - representation -House of Representatives - representation -When and how elected .Courts -Kinds of courts -Enforcement agencies	Telephone Directory
County organization	.History and necessity of counties .County Board of Supervisors -How and when elected .Law enforcement agencies	
City organization	.Mayor and council -How and when elected -Responsibilities of the council	

Principles and Concepts	Activities-Experiences	Instructional Materials
-Financing the Government Develop an understanding of the shared cost of government and national welfare	.Law enforcement agencies -Federal -State -City .Federal expenditures -Armed Forces -Foreign Aid - necessity -Conservation -Welfare, Post Office, etc. .Sources of Revenue -Income Taxes -who pays it -how much -Other sources .State expenditures -Roads -Law enforcement -Public facilities and agencies -Cost of courts .Sources of Revenue -Sales taxes -Property taxes -Income taxes .Other Agencies -School Districts - financing -State Welfare -Others	<u>Teaching Taxes</u> - General Student's Handbook
IV. <u>Public Opinion and Communication:</u>	.Discuss and illustrate the need of being aware of current events in order to make decisions and weigh values in relation to local, state, national, and international affairs.	

Principles and Concepts	Activities-Experiences	Instructional Materials
	.Discuss sources of information on political and government affairs. .Discuss the value of differing points of view. .Discuss the value and qualities of having minority groups. .Discuss and illustrate the effect of sources of information and communication on public opinion. .Discuss the influence of public opinion on sources of information. .Discuss the types of propaganda and their use. Point out the advantages and disadvantages of propaganda.	
V. <u>Citizenship:</u>	.Discuss and illustrate the elements of good citizenship. -Obeying laws of the nation, state, and city -Duties and privileges of voting -Becoming informed on the candidates -Becoming informed on political, national, state, local, and international issues -Becoming informed on political parties .Discuss patriotism. -Development -Values -Pride in the United States	

Principles and Concepts	Activities-Experiences	Instructional Materials
Develop an understanding of responsibilities and current names of city officials listed at the right	.School Board -How and when elected -Responsibilities .Board of Supervisors -How and when elected -Responsibilities .Law Enforcement -Making laws -Enforcement of laws	
Federal Government Develop an understanding of the writing of the Constitution and Constitutional government -Divisions of governing powers-point out current officials	.Federal Constitution -Writing the Constitution -Amendments to the Constitution -Government under the Constitution .Legislative - Congress -Senate -when and how elected -responsibilities -representation -House of Representatives -when and how elected -representation -responsibilities .Executive -President -when and how elected -responsibilities -history of the electoral college -Cabinet .Judiciary - Relationship between Federal and State laws. -Authority of the Federal Government -Authority of the State Government	

NAME OF COURSE Economics 1 and 2 S

The objectives of the course are to develop:

1. An awareness of the responsibilities involved in being a wage earner.
2. An awareness of the benefits of wise planning.
3. An understanding of the use of banking services.
4. An awareness of community agencies relating to money management.
5. An attitude of respect for responsible citizenship.
6. An awareness of the use of money for public needs.

Statement of purpose: This course provides personal guidance and information in economics.

Principles and Concepts	Activities and Experiences	Instructional Materials
I. Introduction to Economy: History of money	.Discuss bartering and the history of money. .Prepare bulletin board showing development of money as exchange. .Collect information from library books, magazines, newspaper, etc. relating to money. .Discuss coin study as a hobby. .Make a scrapbook showing pictures and information about money.	Library books Film and film strips Teacher prepared materials Magazines Coin collections
Circulation of money	.Illustrate methods of exchange. Discuss the purpose and advantage of each method. -Cash -Check -Money order -Traveler's checks -Telegram -Cablegram	Sample -Checks -Money orders -Travelers checks -Telegram forms -Cablegram forms Bank representative
Cash register	.Provide experiences to assure adequate skill in using cash register.	Cash register

Principles and Concepts	Activities-Experiences	Instructional Materials
	.Discuss handling money on a job.	"Tips on Making Change"
II. <u>Money Management:</u>	.This is the important part of the course. Each student should compute information and keep records on his own salary.	
Source of income	.Discuss various sources of income, e.g., allowance, wages, profits, rent, interest, dividends, etc.	
Personal income	.Compute students' gross pay, actual or proposed i.e., rate of pay multiplied by hours worked.	Teacher prepared materials
	.Develop the concept of net pay ("take home pay"), e.g., gross pay minus deductions.	
	.Compute deductions. -Witholding tax -Social security -Insurance -Other deductions	Worksheets for computing deductions
	.Compute net pay	
Budgeting-use of net income	Attention should be given to accuracy, thoroughness, and consistency in keeping these records current through the year.	
	.Prepare a list of regular necessary expenses. -Necessities related to the job, e.g., transportation, lunch, clothing and grooming needs, dues. -Savings -Family responsibilities -Personal necessities -Personal luxuries, e.g., recreation, entertainment. -Emergencies, e.g., repairs, accident. -Insurance -Others	

Principles and Concepts	Activities-Experiences	Instructional Materials
	.Illustrate and discuss budgeting of income by percentage. .Discuss the advantages of budgeting on a percentage basis. .Illustrate the flexible variations of percentage spending. .Prepare individual budgets computing percentage spending of income. .Prepare a cash account of student's actual income and expenditures, keeping these records current throughout the year. .Discuss and illustrate ways to stay within planned expenditures.	Prepared budget sheets
III. Banking:	.Develop an understanding of the use of bank services. -Types of accounts -Safety deposit box -Loans -Financial advisement -Educational materials .Develop vocabulary for banking throughout unit.	Textbook
Checking accounts	.Develop an understanding of checking accounts. -Regular checking account -Special checking account .Stress the importance of immediate use of a checking account for students with salaries. .Stress the advantages of a checking account. -A canceled check is an undisputable receipt	Forms for checks with stubs Forms for bank statements Forms for reconciliation statements

Principles and Concepts	Activities-Experiences	Instructional Materials
	-A canceled check is an accurate recording of money spent -A check stub is an accurate aid to budgeting -A checking account is a good credit rating and a means of securing a loan .Make out deposit slips. .Fill out checks and stubs carrying balance forward. .Audit checkbook stubs. .Fill out forms for bank statements. .Prepare a reconciliation statement. .Assist students who have checking accounts prepare their reconciliation statements.	
Savings accounts	.Discuss the purpose and advantage of savings accounts. .Discuss the procedure for opening a savings account. .Examine a passbook. .Prepare deposit slip for a savings account. .Prepare a pass book page.	Pass books or form for pass book page Prepared problems
Interest	.Explain methods of figuring interest. .Discuss compounded interest on savings. .Explain interest formula, i.e., I = P x R x T .Examine and discuss compounded interest table. .Compute interest for savings account pass	Interest table

Principles and Concepts	Activities-Experiences	Instructional Materials
IV. <u>Purchasing:</u> Develop an understanding of planned purchasing i.e., time, need, cost, etc.	.Discuss the results of impulsive buying relating personal experiences. .Develop the concept of planned purchasing. -Make lists of the things each student wants to buy -Divide these lists into things needed now and in the future -Discuss ways of purchasing, e.g., discount buying, installment buying, cash buying, lay away	
Quality	.Develop guide lines for judging quality of merchandise. -Study information in the consumers bulletins -Study information on labels showing quality, contents, weight, materials, etc. -Study information on seals of approval, e.g., Good Housekeeping, U. S. Dept. of Ag., Underwriters Laboratory	Consumer guides labels on merchandise
Bargain	.Develop the concept of "What is a bargain". .Illustrate unwise buying of bargains that are not needed. .List items bought in quantity. .Collect advertisements from the newspaper of sales, e.g., seasonal, special. .Make bulletin board showing this information. .Discuss bargain buying in different kinds of stores, e.g., discount, chain, privately owned. .Discuss the use and cost of trading stamps.	Newspapers

Principles and Concepts	Activities-Experiences	Instructional Materials
Credit	.Discuss the value of credit rating .Discuss ways of establishing good credit rating. .Discuss the kinds of information available to businesses and individuals regarding credit rating. .Discuss the kinds of information collected for credit rating. .Prepare a list of agencies and services of credit agencies. -Credit consultants -Credit investigators -Credit unions -Others .Discuss the use of credit cards. .Examine procedure for securing a credit card. .Illustrate the advantages and disadvantages of credit buying. -Convenience -It sometimes leads to extravagance -Credit buying can cost more than cash buying .Discuss payment for credit purchases.	Credit Bureau of Phoenix, Representative
Installment	.Illustrate the purpose of installment buying. -Used for buying durable goods -Use of goods while paying for them .Discuss long range planning for installment buying. .Discuss and illustrate payments by installment.	

Principles and Concepts	Activities-Experiences	Instructional Materials
	.Work problems computing down payment and carrying charge. .Illustrate the cost of installment buying. .Work problems comparing the cost of installment buying with cash buying.	
V. Loans:	.Discuss procedure of securing a loan. .Illustrate and discuss promissory note, monthly payments, interest rate, etc. .Discuss possibilities, advantages and disadvantages of using different sources of loans. -Bank -Credit union -Small loan companies -Others	Telephone directory Newspaper Form for a promissory note Prepared problems Textbook problems
VI. Automobile Purchasing: Develop an understanding of the costs and responsibilities of owning an automobile.	.Discuss and illustrate the cost of buying an automobile. -Purchasing -Selection -Values -Payment plan -Insurance -Depreciation -Upkeep -Repairs .Work problems related to automobile purchasing. .Discuss and illustrate the responsibilities of automobile ownership.	Magazines Newspapers Sample forms Prepared problems
VII. Advertising:	.Discuss the purpose of advertising as a means of selling merchandise.	Consumer guides

Principles and Concepts	Activities-Experiences	Instructional Materials
	.Illustrate and discuss the methods of advertising, e.g., billboards, magazines, television, telephone.	Better Business Bureau bulletin
	.Discuss the planned effect of advertising on customers.	Magazines Newspaper
	.Develop an awareness of the missuse of advertising.	
	.Prepare a bulletin board and scrapbooks showing information given in advertisements, e.g., television, magazine, newspaper.	
VIII. <u>Insurance:</u>	.Develop an understanding of the purpose of insurance as personal protection and shared responsibility.	Insurance company educational information
	.Develop an awareness of the kinds of insurance that are necessary for protection.	Forms of insurance policies
Automobile	.Discuss the need of having automobile insurance.	
	.Discuss the cost determined by the ratio of accidents per capita for each state.	
	.Read and discuss printed information from the Arizona State Highway Department and insurance companies.	
	.Discuss penalties for accidents as stated on the Arizona accident report form.	Form for Arizona highway accident report
Health and accident insurance	.Illustrate the importance of accident and health insurance for paying hospital and medical expenses.	
	.Illustrate the protection provided if you are involved in the cause of another person's injury.	

Principles and Concepts	Activities-Experiences	Instructional Materials
Other kinds of insurance	.Discuss the advantages of group insurance. .Discuss state industrial insurance, e.g., who carries industrial insurance, why it is used. .Discuss advantages of other kinds of insurance. -Property -Liability -Life -Others .Discuss the need of budgeting for insurance.	
IX. Investment of Money:	.Discuss investments as a means of making money. .Develop concepts relating to investment of money, e.g., investment of savings, stock market. .Discuss ways of investing money, e.g., real estate, stocks and bonds, postal savings, jewels, cattle, government bonds, others. .Read stockmarket reports in newspapers. .Collect information on investments. .Prepare bulletin board showing stockmarket reports and investment information.	Newspapers
X. Taxes:	.Discuss purpose of Federal income tax, state revenues, and city taxes. .Compute state and city sales tax on a sales slip or money order. .Read and discuss sections in the Federal Income Tax Manual and forms. .Fill out income tax return forms.	Federal Income Tax Manuals and forms

Principles and Concepts	Activities-Experiences	Instructional Materials
XI. <u>Citizenship and Economy:</u>	.Discuss the use of taxes for state and federal highways, public health, public schools, defense, welfare, sanitation, parks and recreation, law enforcement, social security benefits, postal service, etc. .Stress the importance of public financing of these services by illustrating a way of life without the services. .Dramatize, or take part in, a conversation between the persons with different views on paying taxes. .Examine the federal, state, and city tax budgets. .Develop an awareness of government responsibility for the economic welfare of the country. -Federal Reserve Bank -Government insured home mortgages -Regulation of prices for consumer welfare -Fair and reasonable taxation -Maintain a standard of living for an increasing population	Films Brochures Educational materials Books
Free enterprise system	.Discuss America's wealth and reasons for it. -Free enterprise -American inventiveness -Ambitious people -Role of the American government .Discuss the meaning of "Capitalism" and how it functions. -Putting savings to work, i.e., investment of money for profit -Resources, labor and capital are three factors necessary to produce goods and services	

Principles and Concepts	Activities-Experiences	Instructional Materials
	-Freedom of interstate commerce provides better distribution of products -Supply and demand governs the cost of goods -Free enterprise provides self regulation in economy -Right of each person to earn a living, e.g., labor unions, civil rights .Discuss business and industries responsibility to the welfare of the community. .Discuss the function of labor unions in industry.	
Responsibilities of a citizen Develop the concept that freedom requires individual responsibility	.Discuss the responsibilities involved in being a wage earner, i.e., desire to work, become self sufficient, become a contributing member of society. .Discuss the values of good citizenship. .Discuss the cost of undesirable citizenship. .Discuss the cost of accidents in time and money. .Discuss the cost of wasted resources. .Discuss the responsibility of each citizen to preserve the natural resources and scenic beauty of America.	
Citizenship on the job	.Develop an appreciation for good citizenship on the job. -Interest in the welfare of the business -Ability to work with other employees -Respect for authority -Respect for persons and property -An attitude of intollerance for waste and inefficiency -Desire to advance and improve ones self	

SPECIAL EDUCATION

GRADE 9:

HOME ECONOMICS

NAME OF COURSE Home Economics 1 and 2 S

The objectives of the course are to develop:

1. An appreciation for improved personal grooming, posture and carriage.
2. An appreciation for accepted manners and courtesy.
3. A skill in selection, care and construction of clothing.
4. A skill in food preparation, serving, care and storage.
5. An understanding of the use and care of household equipment.

Statement of purpose: This course provides basic information in principles and techniques of home making.

Principles and Concepts	Activities-Experiences	Instructional-Materials
Orientation:	.Introduce the students to the general objectives of the course, the department and equipment to be used. .Develop related vocabulary throughout the course.	Teaching materials Personal analysis forms Self evaluation forms Films Film strips
I. Personal Development: Care of the body and skin	.Introduce students to the concept of personal care and grooming. .Provide experiences for self evaluation. Fill in Personal Analysis form. Fill in self Evaluation form. Repeat filling in these forms occasionally through the course as students practice principles of good grooming.	
Care of hair	.Discuss and illustrate regular care and grooming of the hair. .Demonstrate cutting, shampooing and styling hair. .Provide experience for practicing care and grooming of hair.	Hair dryer Shampoo

Principles and Concepts	Activities-Experiences	Instructional Materials
Care of nails	.Demonstrate manicure and care of nails for grooming and health. .Provide experiences for practicing manicure and care of nails.	Nail file, etc.
Care of clothing	.Illustrate and demonstrate care of clothing. .Provide experience for practicing different activities needed for care of clothing, i.e., selection, laundry, pressing, repairing.	Appropiate detergents Washing machine and dryer
Correct carriage and posture habits	.Illustrate and demonstrate correct walking, sitting and standing habits. .Practice good posture and carriage habits.	
Manners and courtesy	.Discuss and practice manners and courtesy in the classroom.	
II. <u>Clothing:</u>	.Provide opportunity for analysis of line in relation to body proportions.	Fabric samples
Selection of clothing in relation to occasion and personality type. Selection of correct clothing combination	.Provide experiences for color analysis and effect of color in clothing. .Photograph and study the effect of various clothing selection on students.	Fashion magazines Pictures Camera Films Film strips
Use of the sewing machine and sewing equipment	.Provide experiences for threading and operation of sewing machine. .Demonstrate the use of other sewing equipment.	Sewing machine Small sewing equipment

Principles and Concepts	Activities-Experiences	Instructional Materials
Pattern selection and fitting	.Provide experiences for selection and fitting of patterns. Make necessary alterations.	
Garment cutting and marking	.Provide experience in cutting and marking garments.	
Basic construction processes -Seams -Tucks and darts -Hems -Facings -Zippers -Buttons, button holes and other fasteners.	.Provide experiences in practicing correct sewing processes.	
Garment pressing	.Press all garments.	
Repair and alterations of garments	.Provide experiences in repair and alteration of garments.	
III. <u>Foods:</u>	.Provide experiences in planning balanced meals and balanced diet.	Teacher prepared materials Charts Phamphlets Bulletin board displays Food lab - kitchen with large and small equipment Table linens Films Film strips
Balanced nutritional habits and purpose of food in body maintenance		
Basic techniques in preparation of food for breakfast, luncheon and dinner -Quick breads -Egg cookery -Vegetable cookery -Meat cookery -Pastry, cookies, cakes, etc.	.Demonstrate food planning and preparation techniques. .Provide experience for preparing meal with specific assigned activities for each student, i.e., cook food, set tables, serve meals, wash dishes. .Discuss and practice table etiquette.	

Principles and Concepts	Activities-Experiences	Instructional Materials
-Salads -Sandwiches -Hot dishes		
Care of linens	.Provide experiences in laundering, pressing and storage of linens, i.e., dish cloths, towels, table cloths.	Washing machine Dryer Ironing board
Food storage -Foods needing refrigeration or freezing -Care of staple products	.Demonstrate and practice proper storage of foods.	Refrigerator Freezer Storage supplies Cupboards
Food purchasing -Fresh foods -Dehydrated foods -Canned foods -Frozen foods -Pre-prepared foods	.Display and demonstrate use of different types of food products. .Discuss the value of the use of each in terms of need and time management.	Food products in various forms
Food service for social activities -Buffet service -Holiday meals -Special occasions	.Provide opportunity for planning and preparing food for a special activity. -Tea for mothers or other guests -Thanksgiving dinner -Food for open house -Others	Vacuum cleaner Cleaning equipment Kitchen and dining room furnishings
IV. <u>Household Care and Management:</u> -Wood surfaces -Upholstered furniture -Floors -Curtains and window decorations -Kitchen equipment	.Provide experiences for cleaning and caring for furnishings. -Dust -Clean floors -Launder curtains -Clean windows -Clean sinks -Clean kitchen equipment -Others	

SPECIAL EDUCATION

GRADE 10:

HOME ECONOMICS

NAME OF COURSE Home Economics 3 and 4 S

The objectives of the course are to develop:

1. Better understanding of importance of personal development in preparation for work experience and job placement.
2. Better understanding of behavior habits promoting good relationship with others.
3. An understanding of child development, care and training of small children.
4. Advanced skills in food preparation, serving and management.
5. Improvement of skills in selection, care and repair of clothing.
6. An understanding of the principles of selection, care and management of home furnishings.

Statement of purpose: This course provides advanced information in principles and techniques of home making.

Principles and Concepts	Activities-Experiences	Instructional-Materials
Orientation:	.Introduce the general objectives of the course and equipment to be used. Develop related vocabulary throughout the course.	
I. Advanced Techniques in Personal Development:	.Prepare a personal avaluation sheet.	Forms for personal evaluation
		Films
Care of the body	.Develop charts for personal improvement.	Film strips
Care of clothing	.Demonstrate the care of various fabrics.	Washing machine and dryer
Care of nails	.Practice care of nails.	Nail care equipment
Care of skin	.Demonstrate and practice care of the skin.	
Care of hair	.Practice hair styling with student participation.	Hair dryer
	.Demonstrate hair cutting	Shampoo
Correct Posture and carriage	.Continue practice of correct posture and carriage.	

Principles and Concepts	Activities-Experiences	Instructional Materials
Poise achieved through practice of manners and courtesy	.Continue emphasis and practice of manners and courtesy in the classroom.	
II. Advanced Clothing:	.Provide for personal analysis of clothing selection and care.	Washing machine
Selection of clothing for personal coloring, body type and personality	.Discuss clothing suitable to occupations. .Discuss care of clothing on a job.	Dryer Pictures Magazines
Clothing construction and repair techniques	.Provide for individual clothing project activities. -Making garments -Alteration of garments -Repair of garments	Films Film strips Sewing machines Small sewing equipment
III. Child Development and Human Relations:	Pre-arrangements may be made with the Home Economics Department to be included for co-operative participation in the play school program.	Pictures Films
Behavior patterns of learning through experience	.Classroom discussion of child development and training.	
-Child must be taught acceptable behavior for social development	.Provide for six to eight weeks experience in playschool with children. -Supervision on playground -Serving children juice and cookies -Special activities with child, e.g., reading, working puzzles, playing finger games	Playschool Pictures
-Positive approach must be used whenever possible	.Give children opportunity to experiment within limits of safety.	

Principles and Concepts	Activities-Experiences	Instructional Materials
Basic understanding of underlying causes for family discord	.Provide for class discussion of personal problems. .Problem for class discussion of how family problems can be met for more satisfactory human relations.	Films Illustrations Library books
IV. <u>Advanced Foods:</u> General health as related to food habits	.Plan and prepare meals stressing the nutritional balance of foods. .Plan and prepare foods for special diets. -Low calorie -Low sugar -High protein -Low starch	Food Laboratory Large and small food preparation equipment
Diets for children	.Discuss and plan meals for children.	Films Film strips
Basic techniques in preparation of foods for family meals	.Plan, prepare and serve foods using dehydrated, frozen, fresh and canned food products. .Emphasize time management and new food products.	Foods- various kinds
V. <u>Food Service</u> Food service for special functions	.Plan, prepare and serve meals for planned social activity. -Patio party -Buffet -Luncheon -Tea -Brunch	Kitchen equipment Dining room equipment
VI. <u>House Furnishings and Care:</u> Principles of color planning	.Plan color schemes for a room in home.	Fabric samples Pictures Films Film strips

Principles and Concepts	Activities-Experiences	Instructional Materials
Principles of room arranging for utility and balance Principles of line and design in house furnishings	.Prepare sketches of rooms showing placement of furniture. .Select different styles of furnishings that blend well together.	
Selection and construction of curtains and draperies	.Provide experiences for construction of sample curtains and draperies.	Sample fabric
Care of household furnishings	.Provide experiences for cleaning and care of household furnishings.	Kitchen Dining room Living room area

SPECIAL EDUCATION

GRADE 11:

FOOD SERVICE

NAME OF COURSE Food Service 1 and 2 S

The objectives of the course are to develop:

1. A knowledge of techniques, equipment and sanitation practices necessary for food service occupations.
2. An understanding of the organization and planning for group activity.
3. An understanding of the individuals responsibility for working cooperatively.
4. An understanding of the vocabulary necessary for identification of equipment and preparation and serving of food.
5. An appreciation for the general principles involved in basic food preparation.
6. Skill in the correct use, care and handling of kitchen equipment and utensils for food services.
7. A knowledge of accurate measurements and basic equivalent measurements.

Statement of purpose: This is a vocational type course to prepare boys and girls for food service occupations.

Principles and Concepts	Activities-Experiences	Instructional Materials
	Demonstration followed by repeated experiences will insure adequate development of skills in all areas of study. Developing related vocabulary and techniques with each activity is essential.	
Orientation:	.Introduce the general objectives of the course, i.e., sanitation, techniques and terms, organization, working together. .Introduce each of the seven areas of study at the beginning of the course and carry them out in the weekly laboratory projects.	Films Foods Laboratory arranged in the order of a commercial foods kitchen
I. <u>Sanitation:</u>	.Stress the necessity of washing hands and wearing clean work aprons. Check closely.	<u>Food Sanitation</u> and other instructional materials from Maricopa County Health Department

Principles and Concepts	Activities-Experiences	Instructional Materials
Sanitation practices as related to food handling -Sterilization of equipment -Personal practices and habits -Care of foods, i.e., washing, storage -Organized practices in keeping work area clean	.Provide practice in proper handling of kitchen equipment. .Provide for evaluation and correction of unsanitary personal habits not acceptable in food services. -Personal cleanliness, i.e., hair, nails, dress, etc. -Touching face or hair. -Handling of equipment, dishes, etc. -Proper cleaning methods .Provide for role-play as bus boys and waitresses, etc., for constructive criticism of habits.	Films Filmstrips
II. <u>Equipment:</u> Use of equipment	.Provide experience for learning to distinguish equipment and its use by laboratory practices. Standard Equipment: -Spatula -Rubber scraper -Measuring equipment for liquid and dry measure -Mixing bowls -Sauce pans -Vegetable slicer -Knives and their use -Deep fat fryer -Serving silver -Serving dishes -Casserol -Grills -Skillet -Pastry blender -Rolling pin -Baking tins -Others	Instructional laboratory equipment -Stove -Refrigerator -Washing machine -Dryer -Others listed at the left

Principles and Concepts	Activities-Experiences	Instructional Materials
Cleaning and storage of equipment	.Learn to use each piece of equipment. .Practice cleaning and proper storage of equipment. .Learn techniques in the use and care of large laboratory equipment. -Stove -Refrigerator -Sinks -Counters -Washing machine and dryer -Others .Learn the care and use of materials used in the kitchen. -Cast iron -Aluminum -Pyrex -Enamelware -Porcelin -Glass -Stainless steel -Tile -Woodwork -Flooring -Plastic -Silver -Wood	
III. <u>Food Service Terms:</u>	.Develop adequate understanding of terms used in food service. .Use food terms with each demonstration and lab experience in food preparation and service. .Provide drill and exercises for learning food terminology. .Identify foods and equipment by name.	Teacher prepared material and exercises Vocabulary list

Principles and Concepts	Activities-Experiences	Instructional Materials
IV. <u>Standard Measurement:</u>	.Provide experiences for learning the terms and abreviations of measurements. .Provide experience for learning the measurement of dry and liquid materials. .Develop skill in using units of measure, equivelents of measure and abreviations.	List of equivelent measures Measurement equipment Teacher prepared problems
Figuring units of measure	.Work problems involving planning food needs for specific menues and recipes. -Adjust measurements of recipes for a given number of people -Write a grocery order for the necessary food giving correct measurements	Teacher prepared materials
V. <u>Food Preparation Techniques:</u>	.Instruct students in scientific techniques and methods for successful food preparation. .Provide lab experiences for learning the methods of preparing the following types of foods. Stress practice of the correct techniques, i.e., temperature, measurement, etc. -Quick breads -Vegetables -Meats -Salads -Egg cooking -Pastries and cakes -Puddings and sauces -Dehydrated foods -Packaged mixes -Frozen foods -Canned foods .Learn the basic methods, ingredients and measurements of recipes.	

Principles and Concepts	Activities-Experiences	Instructional Materials
	.Learn the amounts of foods to order. .Learn the proper temperature and method of storing foods. .Learn the time fresh foods can be safely stored.	
VI. <u>Cooperative Work Habits:</u> -Courtesy -Cooperative planning -Work habits	.Provide opportunity for student planning of lab activities with specific assigned responsibility for each student. .Work cooperatively in lab preparation and service of foods.	
Develop initiative and self direction necessary for successful employment in the cafeteria or in the work experience program	.Rotate the job activities to insure experience in all areas of food preparation and service. .Carry each activity out in steps. Provide adequate practice to develop skill, e.g., set up a single work lab and assign jobs, i.e., dish washer, dish dryer, dish scraper, return equipment to storage, etc.	
Organization of equipment	.Learn how to organize equipment for use. -List equipment needed -Put needed items out on a tray -Plan each step ahead before starting	
Responsibilities of an employee	.Learn the responsibilities of food service employees. Each person should: -Know position -Acknowledge supervisor by name and by showing respect -Learn to listen and follow directions -Learn to accept constructive criticism -Learn specific responsibilities -Learn to work under pressure -Discuss taking rapid, blunt orders from supervisors	

Principles and Concepts	Activities-Experiences	Instructional Materials
Develop habit of table etiquette manners on the job	.Discuss and practice table etiquette. .Discuss and practice manners on the job, i.e., bus boy, waitress, clerk. .Discuss and illustrate good posture and attitude and the effect on other people.	
VII. <u>Personal Health:</u> Develop an appreciation for personal care necessary for food service occupations	.Discuss and illustrate the effects of sleeping habits and eating habits on health and work. .Discuss foods necessary for good health.	Films Pictures Filmstrips
Cleanliness	.Discuss personal care and cleanliness. -Brushing teeth -Bathing habits -Clean under garments every day -Hair washed weekly -Finger nails cleaned daily -Hands scrubbed regularly, i.e., after touching face or hair, using rest room, touching soiled clothing -Use of deodorent	
Clothing	.Discuss and illustrate appropriate clothing for different jobs.	
Care of clothing	.Demonstrate and practice care of clothing for boys and girls, e.g., sewing on buttons, washing, pressing, mending. .Plan for the rental and care of aprons or uniforms. .Illustrate appropriate detergent for different fabrics.	

Principles and Concepts	Activities-Experiences	Instructional Materials
VIII. <u>Weekly Laboratory Projects:</u>	The seven areas of study above are incorporated in the developmental laboratory projects for each week. This plan is subject to revision as needed in the classroom.	
Basic principles	.First Day Study the basic principles to be developed. -Sanitation -Personal health and appearance -Related vocabulary -Names and recognition of equipment -Cooperative work habits	All materials listed
Demonstration of techniques and principles	.Second Day Demonstration of techniques and principles to be developed in the project. -Measurements -Handling and care of equipment -Preparation of foods -Serving of foods -Clean up and storage of equipment -Terminology of food preparation	
Planning and organization Lab plan will vary with the menu	.Third Day Plan the meal and the organization of activities for the laboratory experience. -Plan the menu -Prepare recipes for the number of persons to be served -Prepare grocery list -Order groceries -Assign jobs for preparation of food and serving. .Post job assignments on bulletin board. -Cooks, i.e., main course -Assistant cooks, i.e., vegetables, beverage, desserts, bread -Service assignments, i.e., waitress, bus boys, set up tables, linens, silver	

Principles and Concepts	Activities-Experiences	Instructional Materials
	-Clean-up detail, i.e., laundry, pressing, large kitchen equipment, storage of equipment -Check supplies, i.e., food, linen, silver, kitchen equipment -Others	
Laboratory experience	.Fourth Day - Lab Day -Carry out lab experiences. Check posted activities -Practice cooperative work habits -Carry out instructions independently -Use accurate measurement -Use right equipment correctly -Practice principles of sanitation -Use terminology of food preparation and service -Use proper techniques of food preparation and service -Practice the principles of personal health and grooming -Take pride in quality of work -Practice table etiquette -Practice the proper procedure for waiting tables and bussing -Wash dishes, clean tables and counters and other kitchen equipment	
Evaluation and clean-up	.Fifth Day Evaluation of the Lab experience and finish clean-up. -Constructive criticism of carrying out work assignments -Constructive criticism of preparation and quality of foods. -Finish clean-up activities, i.e., ovens, floors,counters, large equipment, check and store equipment, laundry, check food supply	

Principles and Concepts	Activities-Experiences	Instructional Materials
IX. <u>Special Projects:</u>	.Prepare luncheons inviting guests. .Prepare tea for special events. .Prepare luncheon using special menus, e.g., Spanish food, student's special recipes. .Prepare a buffet inviting guests.	

NAME OF COURSE Shop 1 and 2 S

The objectives of this course are to develop:

1. An awareness of abilities and aptitudes that may lead to occupations.
2. Skills and knowledge needed for home repair.
3. An appreciation for good craftsmanship and design.
4. A skill in the use and manipulation of certain tools and machines.
5. A co-operative attitude of responsibility toward work and workers.
6. An understanding of the vocational and avocational possibilities in industries.

Statement of purpose: This course provides pre-employment experiences that will train, guide and evaluate the students' experience in the use of materials, tools and equipment.

Principles and Concepts	Activities-Experiences	Instructional Materials
I. Orientation:	.Through lecture and class participation: -Introduce students to the school, department and subject aims of the course -Explain the general standards of attainment, the minimum essentials or basic course objectives -Make a statement of method and procedure used to gain experiences -Pupil activity and participation should be adequately understood -Let students know that pupil activities and experiences will be clearly recorded -Explain the system of evaluating and grading each student -Discuss types of materials with which they will work -Discuss the types of tools to be used -Explain shop control under teacher and shop shop control delegated to students .Develop related vocabulary throughout the course for identification and use of tools, machines and materials.	Student handbook Instructional material regarding school regulations Safety wall chart Daily bulletin Films Filmstrips Teacher prepared materials Bulletin board Illustrations Personal Data Sheet forms Magazines

SPECIAL EDUCATION

GRADES 9-11:

SHOP

Principles and Concepts	Activities-Experiences	Instructional Materials
	.Recommend books of interest in the areas of Industrial Arts.	Books on science Experiments Telephone directory Library books
	.Impress upon the students the importance of relating Industrial Arts to other subjects whenever possible. -Encourage students to express their thoughts in good English -Avoid the use of slang -Use proper spelling, neatness and form on papers -Emphasize the importance of good English usage for vocational success -Develop knowledge and skill in measurement, e.g., board feet, units of measure, allowance and waste, estimate and budget.	
II. <u>Safety:</u> Instruction	.Safety rules and practices should be employed throughout the course. .Make certain that students understand all necessary safety rules and regulations, and regulations, and become safety conscious. .Illustrate the importance of safety by demonstration and lecture. .Instruct students in: -Proper use of machines and materials -The responsibility for shop clean-up -Giving all their attention to tool or piece of machinery being used -Dangers or doubtful practices -The importance of wearing proper clothing -Cautious handling of power tools -Reporting disturbance, injuries, and violations of safety rules	Library books Charts Shop regulation book Pictures <u>Red Cross First-Aid Book</u> Brochures and pamphlets on safety Pamphlets on tool and machine safety Stanley tool safety charts Delta machine safety posters

Principles and Concepts	Activities-Experiences	Instructional Materials
	-Safety involved when handling electricity -The necessity of good conduct in the shop -Proper eye protection -Proper use of air hose -Importance of keeping materials out of the mouth	Films Film strips
Fire safety	.Instruct students in: -Location of fire exits -Location and purpose of fire extinguishers and reporting fires. -Correct procedure to follow in case of fire -Lighting cigarettes or matches is prohibited -Explain purpose and significance of participation in the fire exit drill	Fire chart School bulletin Student handbook Films Film strips Fire marshal
Shop practice	.Instruct students in the use of tools and machines to be used. Students should operate only those machines and tools in which they have been properly instructed. -Guards and safety devices should be used at all times -Main power switch should be handled by teacher only -Special set-up and machinery must be checked by teacher before power is turned on -Stand clear of all power machinery -Use machinery only for assigned projects -Use flamable material only in a well ventilated room -Clean up all oil and grease -Place used rags only in covered metal containers -Keep floors and aisles clear	

Principles and Concepts	Activities-Experiences	Instructional Materials
III. <u>Tool Care:</u>	.Provide experiences for learning the proper care of tools. Employ the following methods of caring for tools throughout the course. Stress the importance of working with sharp tools. -Clean and sharpen tools -Sharpen plane blades -Sharpen knives -Sharpen ax or hatchet -Sharpen and adjust shears -Shape a screwdriver -Fit a hammer handle -Clean and lubricate machinery -Prevent tools rusting -Know when to grind and sharpen tools -Remove rust from tools	
IV. <u>Machines:</u>	.Explain the principles of machines. This may be done while working on other projects. -Simple machines -Pulley -Lever -Screw -Wedge -Chain and belt -Inclined plane -Friction -Combustion -Explosion -Others	
V. <u>Woods:</u> Projects	.Carry out suggested projects. -Cutting board -Tie rack -Table lamp -Picture frame -Clock shelf -Footstool -Serving tray	Machines for wood working -Circular saw -Band saw -Drill press -Electric sander -Lathe -Others

Principles and Concepts	Activities-Experiences	Instructional Materials
Experiences	-Magazine rack -Shoeshine kit -Wall shelf -Corner shelf -Gun rack -Trivetts -Shadow box -Telephone shelf -House-number sign .Instruct students in the identification and use of all kinds of tools. .Instruct students in the identification and use of machines. .Provide opportunity for developing skill in each of the following areas. -Participation in shop organization -Reading a rule and measuring to one eight inch -Laying out and checking with try square -Using square to lay out lines -Sawing with rip, crosscut, and coping saw -Planing with smooth and jack plane -Assembling and adjusting planes -Laying out straight and irregular pieces and curves -Using back and scroll saw -Squaring a board -Designing a simple project -Using several types of glue -Laying out and making butt and dowel joints -Planning a chamfer and bevel -Drilling with a drill press -Scraping a surface -Sharpening tools -Using brace and auger bit, countersink, and depth guage	Films Film strips Ready mix glues Paint Varnish Lacquer Paint remover Turpentine Thinner Lumber -Pine -Cedar -Gum Woodscrews -Flat -Round -Oval -Phillips Nails (assorted) Plastic Wood The Jam Handy Organization - publications

Principles and Concepts	Activities-Experiences	Instructional Materials
	-Using claw hammer and nails -Fastening with screws and nails -Using bar clamp -Applying finish with brush and spray can -Using sand paper -Using steel wool -Doing some upholstering -Using circular saw, sabre saw, electric drill, and electric grinder	Tools for woodworking -Hand drill -Nail set -Screwdrivers -Chisel -Rasp -File -Bar clamp -C - clamp -Crosscut saw -Rip saw -Brace and bits -Scratch awls -Mitre box -Brad awl -Hammers and mallets -Pliers -Punches -Scales and rulers -Vises -Marking guage -Planes
VI. <u>Metals:</u> Projects	.Carry out suggested projects. -Making rings (aluminum) -Earrings (aluminum) -Pendants (aluminum) -Nail box (sheet metal) -Tool tray (sheet metal) -Dust pan (sheet metal) -Try square (sheet metal) -Rule (sheet metal)	Materials -Copper -Brass -Aluminum -Sheet metal -Sheet steel Films Film strips Popular Science Pub. Co. Metal working tools Scriber
Experiences	.Instruct students in the identification and use of all kinds of tools. .Provide opportunity for developing skill in each of the following areas. -Reading and following a working drawing -Working drawing	

Principles and Concepts	Activities-Experiences	Instructional Materials
	-Sketching -Identifying metalworking -Drilling with the drill press -Center punching -Measuring and marking stock -Identifying materials -Cutting stock with hacksaw -Understanding how metal is worked, i.e., how to form scroll, how to give stiffness to metal, how to bend and twist metal -Understanding how to fasten metal, i.e., soldering, seaming, riveting -Hammering -Working with aluminum, i.e., layout, filing, sanding (abrasives), polishing (buffing), finishing	Pliers and nippers -various types Hammers -Ball peen -Cross peen Wood mallets Center punch Hand drill Stake Machinist's vise Drill press Anvil Hacksaw Tools used for plastic not included elsewhere
VII. <u>Plastics:</u> Projects	.Carry out suggested projects. -Letter opener -Crosses -Hearts -Teardrops -Buttons -Belt slides -Rings -House numbers -Letters	
Experiences	.Instruct the students in the use and care of tools to be used. .Provide experiences for developing skill in each of the following areas. -Designing an article -Lay out of stock	Assorted plastic sheets Assorted plastic rods Template Polishing compound

Principles and Concepts	Activities-Experiences	Instructional Materials
	-Lay out work with masking tape -Cutting stock -Filing project -Sanding project -Buffing project -Attach eye to project -Polishing with buffer -Polishing with a strip of cloth -Cementing plastic	Abrasive paper Laminating glue Film Filmstrips
VIII. Home Repair and Upkeep:	.Instruct students in the use and care of tools to be used.	Tools - same as other areas
	.Provide instruction and experiences in each of the following areas.	Filmstrips (Society for Visual Education) Film (Young America, Inc.)
Repairs	.Provide experiences for developing the following skills. -Repair of furniture -Lubricate door hinges -Install screen -Remove broken glass -Replace window pane -Install door bumper -Mix and apply putty -Make window screens -Hang pictures -Hang curtain rods -Refinish furniture	Tools Putty Fixtures Equipment
Painting	.Provide experiences for learning each of the following: -Know types of brushes -Know which type of brush to use -Use and care of ladder -Care of brushes -Materials used for cleaning brushes	Paint Paint brushes Ladder Thinner

Principles and Concepts	Activities-Experiences	Instructional Materials
	-Proper method of cleaning brushes -Housepainting inside and outside -Painting metal	Others
Electricity	-Replace a lamp socket -Replace a male plug -Replace fuse -Explain the principle of doorbell circuit	Sockets Plugs Wiring
Plumbing	-Replace faucet washer -Clean a shower head -Repair common flush tank difficulties -Explain methods of cleaning plugged drain -Explain methods of cleaning plugged traps -Explain the proper care of a furnace -Change furnace filter	Books Magazines Small parts and fixtures Tools
Landscaping	-Know how to prepare soil -Know procedure and proper time for planting seed -Know how to feed and care for lawn, flowers and trees	Film Books Magazines Lawn and garden tools Mawn mower

SPECIAL EDUCATION

COMMUNITY RESOURCES

U.S. Government Printing Office
Division of Public Documents
Washing, D. C., 20402
Your Federal Budget - 10¢

Treasury Department
Internal Revenue Service
230 North 1st Avenue
Mrs. Graham
Telephone 261-3489
Room - 2041
Supply room -B-401
Film - "Your Federal Income Tax" (new 1040 form)
Teaching kit - Teaching Taxes - General Students Handbook

Superintendent of Documents
U.S. Government Printing Office
Washington, D. C., 20403
The Budget in Brief - 35¢

U.S. Food and Drug Administration
Attn: Division of Public Information
Free booklets:
Read the Label
Your Money and Your Life
First Facts About Drugs

Treasury Department
Narcotics Bureau
230 North 1st Avenue
Telephone 261-3900

U.S. Civil Defense
2052 North 52nd Street
Telephone 273-1411
Safety materials and demonstrations

Social Security Administration
1302 North Central
Telephone 261-4241
Films, teaching materials and speakers

Agricultural Extension Service
1210 West Madison
Telephone 258-8651

Arizona Highways Magazine
2039 West Lewis Avenue
Telephone 258-6641

Arizona Tax Commission
1700 West Washington
Income Tax Division - telephone 271-4565
Witholding Tax Division - telephone 271-4567
Sales Tax Division (tax scale) -
telephone 271-4477

Arizona State Fair Commission
1826 West Mc Dowell Road
Telephone 253-3181
Information on jobs during the State Fair

Arizona Employment Security Commission
Jobs for Youth
438 West Adams
Telephone 258-1621
Mr. Karl R. Anderson

Phoenix Farm Labor
606 South 1st Street
Telephone 258-8204

Arizona Game and Fish Department
1688 West Adams
Telephone 271-4295

Arizona State Civil Defense
1700 West Washington
Telephone 271-4671

Arizona Restaurant Association
Arizona Savings Building
112 North Central
Telephone 258-3256
Tax scale cards

Arizona Development Board
1500 West Jefferson Street
Telephone 271-4431
Educational materials on Arizona
Indians, history, maps, lost treasures, etc.

Arizona Highway Department
Driver's License Division
2324 North 20th Avenue
Telephone 261-7401
4005 North 51st Avenue
Telephone 261-7466

Arizona Historical Foundation
3800 North Central
Telephone 277-9377
Mr. Bert Fireman

Arizona Public Service Company
46 North 1st Avenue
Telephone 271-7412
Home Economics Advisors
Telephone 273-5900

Maricopa County Health Department
1825 East Roosevelt Street
Telephone 258-6381
Educational materials
Health card
Sanitation course
Mr. Ross

National Cash Register Company
3602 North Central Avenue
Telephone 279-7361
Mr. H. E. Walthall
Films
Tips on Making Change

Credit Bureau of Phoenix
705 North 1st Street
Telephone 258-5811
Speaker on credit rating
Mr. Latham Morse

Better Business Bureau
3800 North Central
Telephone 264-0248
"Better Business Bureau Bulletin"

Zellerbach Paper Company
4710 West Camelback Road
Telephone 939-3311
"Carry Out Boy"

Valley National Bank
141 North Central Avenue
Mrs. Gertrude Stanley
Telephone 261-2292
Films, Speakers and publications

First National Bank
411 North Central
Telephone 271-6000
Miss Bess Stinson
Educational material

Community Council
1515 East Osborn Road
Telephone 277-5421
Mrs. Tinker
Youth Volunteers

Adams Hotel
Central and Adams
Telephone 253-1131
Mrs. Ann Langdon
"Housekeeper's Manuel"

Sears Roebuck and Company
1949 East Camelback Road
Telephone 264-7300
Personnel - Mr. Guy Pierce

Salt River Project
Community Relations
313 North 3rd Avenue
Telephone 273-5900
Educational Materials

Mountain States Telephone
202 West Adams - Room 361
Telephone 271-2652
Mrs. Ethel Mason

Greyhound Bus Lines
313 North 1st Street
Telephone 258-2731
Educational materials and speakers

Phoenix City Government
Municiple Building
Personnel Department
Telephone 262-6277
Films and educational materials

Republic and Gazette
Circulation Department
120 East Van Buren
Telephone 271-8381
Mrs. Johnson

Phoenix Employment Service
105 East Mc Dowell Road
Telephone 252-7103